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ABSTRACT

This document was developed by the New York Component of the Multilingual Assessment Program and disseminated by a federally funded project under Title VII of the Elementary and Secondary Act of 1965, as amended. Intended for educators, this document is an extensively annotated resource book, providing up-to-date information on current advances of bilingual education as well as information on the historical, economic, sociological, and anthropological aspects of the Puerto Ricans, Mexican Americans, Blacks, Cubans, American Indians, Jews and other minority groups. Emphasis is on testing, cognitive style, and teacher training. The original purpose of this project was to review all the available literature on the educational experience of Puerto Rican children on the mainland, with an emphasis on educational testing, cognitive style, and teacher training. Subsequently it was decided to expand the scope of the study to include materials which have historical, economic, sociological, and anthropological relevance to the Puerto Rican experience as a whole. Among the sources used in preparation of this bibliography are Research in Education, Current Index to Journals in Education, Education Index, Exceptional Child Abstracts, Psychological Abstracts, and Dissertation Abstracts International. Entries are complete through December 1972. (Author/JM)

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Puerto Ricans in the United States

A Review of the Literature

by

Diane Herrera

for

Multilingual Assessment Project

New York Component

December 1973

DISSEMINATION CENTER FOR
BILINGUAL BICULTURAL EDUCATION
6504 TRACOR LANE AUSTIN, TEXAS 78721

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PREFACE

The Dissemination Center for Bilingual Bicultural Education is a federally funded project under Title VII of the Elementary and Secondary Act of 1965, as amended, responsible for disseminating materials relevant to bilingual-bicultural education.

PUERTO RICANS IN THE UNITED STATES - A REVIEW OF THE LITERATURE was developed by the New York Component, Nigda Nin, Manager, of the Multilingual Assessment Program, Joe Ulibarrí, Director. Intended for educators, it is an extensively annotated resource book, providing up-to-date information on current advances of bilingual education as well as information on the historical, economic, sociological and anthropological aspects of the Puerto Ricans, Mexican Americans, Blacks, Cubans, American Indians, Jews and other minority groups. Emphasis is on testing, cognitive style and teacher training.

PUERTO RICANS IN THE UNITED STATES - A REVIEW OF THE LITERATURE was edited by Sarah D. Frey, Assistant Editor, and Elsa Sánchez de la Vega-Lockler, Editor, of the DCBBE, Austin, Texas. The cover design was done by Consuelo Nin.

Requests for information concerning PUERTO RICANS IN THE UNITED STATES - A REVIEW OF THE LITERATURE or other bilingual materials should be addressed to the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721.

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ACKNOWLEDGEMENTS

Puerto Ricans in the United States: A Review of the Literature began in December 1971 under the supervision of James W. Hawkins, who is now teaching English to Chicano children in Eagle Pass, Texas. The majority of the entries assembled here were collected during the first eight months of the project by Mr. Hawkins and Angel M. Pacheco. Many thanks go to both of them, of course. I would especially like to thank Mr. Pacheco, who was a great help to both Mr. Hawkins and myself whenever we ran into difficulties, and was a constant source of moral support to me. Two previously published bibliographies were most useful: Puerto Ricans on the Mainland: A Bibliography of Reports, Texts, Critical Studies and Related Materials by Francesco Cordasco, Eugene Bucchioni and Diego Castellanos; and Materials Relating to the Education of Spanish-Speaking People in the United States: An Annotated Bibliography by George I. Sánchez and Howard Putnam.

I would also like to express my appreciation to the New York State Department of Education and the Bilingual Education Unit for the use of their facilities during the past fourteen months. Special thanks are due to Nancy Pollicino and Ellen Kurtzman, who helped me tremendously by typing the final project. Ms. Kurtzman proved to be a great help to me, not only as a typist, but as a research assistant and editorial consultant.

Finally, I must thank everyone connected with the project for their cooperation and goodwill.

D.H.

INTRODUCTION

The original purpose of this project was to review all the available literature on the educational experience of Puerto Rican children on the mainland, with an emphasis on educational testing, cognitive style and teacher training. Soon after the initial stages of research were completed, it became apparent that there are many other areas of interest which have an impact on the educational experience of Puerto Ricans in the United States. Consequently, it was decided to expand the scope of the study to include materials which have historical, economic, sociological and anthropological relevance to the Puerto Rican experience as a whole. The reader will also find information here on other non-English-speaking groups in the United States. This was done for several reasons: first, because of the scarcity of research on Puerto Ricans, it was often necessary to use studies in which "Spanish-speaking" subjects (Mexican-Americans) were used; second, to emphasize the need for further study of Puerto Ricans in areas where there is little data to date; and last, to give the reader an idea of how other minorities are faring in American institutions.

Among the sources used in preparation of this bibliography are Research in Education, Current Index to Journals in Education, Education Index, Exceptional Child Abstracts. Psychological Abstracts and Dissertation Abstracts International. Entries are complete through December 1972.

It is hoped that this review of the literature on Puerto Ricans on the mainland will be of great assistance to educators, counselors, social workers and all professionals interested in further research. We believe this is the most comprehensive collection of materials to date.

D.H.

PART I

BIBLIOGRAPHIES

1. Aarons, Alfred C. "ESL/EFL Materials." TESOL Newsletter. 2:3 and 4 (November 1968).

   A supplementary bibliography (to the author's "TESOL Bibliography" of a year and a half earlier) of ESL/EFL textbooks, language and linguistics, English language, special areas, and ESL/EFL related "supplementary materials, that help to make one a better ESL:EFL teacher." (NYS Bibliography)

2. Aarons, Alfred C. "TESOL Bibliography." Florida FL Reporter. (Spring 1967). (Available as Florida FL Reprint).

   An extensive, partly annotated bibliography of TESOL textbooks, methodology, language anthologies, linguistics, English language, periodicals, resource centers, bibliographies, special issues, special areas and dictionaries. (NYS Bibliography)

3. Allen, Harold B., comp. Linguistics and English Linguistics. A Bibliography. New York: Appleton-Century-Crofts. 1966.

   An unannotated, selective listing of books and articles. Major divisions include bibliographies, dictionaries, linguistics, English language and English linguistics, language instruction and special topics.

4. Annotations on Selected Aspects of the Culture of Puerto Rico and Its People. Albany: New York State Education (ED 059 933)

   Intended for teachers who are currently working with Puerto Rican children, this manuscript provides an orientation to the cultural and historical background of Puerto Rico. The primary purpose of this is to depict significant contributions that occurred in Puerto Rico. Contents include information and materials obtained from national archives, official documents, and cultural institute reports, and offer a collection of selected notes relevant to Puerto Rico's history, music, everyday life and culture, horticulture, architecture and current trends. A series of descriptions about famous Puerto Ricans is also included, tracing the culture from 1580 to 1968. An alphabetical listing of information sources by author is presented from which educators may secure information about Puerto Rico. (RIE)

5. Barrios, Ernie, ed. Bibliografía de Aztlán; An Annotated Chicano Bibliography. San Diego, California: Centro de Estudios Chicanos Publications. 1971. 157pp. $3.95.

Selective, annotated bibliography arranged under the following headings: 1, contemporary Chicano history; 2, educational materials; 3, health research material; 4, high school materials; 5, history of Mexico; 6, literature; 7, native Americans; 8, pre-Columbian history; 9, Southwest history; 10, Chicano journals and publications; 11, reference materials, and others. Particularly interesting for its questioning of traditional ideas and definitions. (Proyecto Leer Bulletin)

6. Benson, Susan Shattuck. Proyecto Leer Bulletin, Number 8.
Washington, D.C.: Books for the People Fund, Inc.
Washington, D.C.: National Endowment for the Humanities.
1971. 10pp.
(ED 063 821)

This bulletin lists educational materials for the Spanish speaking. Several hundred documents are listed in three main sections: 1, organizations, programs, laws and news related to the Spanish speaking; 2, a list of books selected; and 3, a list of publishers and distributors with their addresses. Several bibliographies are included. Entries are annotated and include comments pertaining to grade level. (RIE)

7. Berger, Barbara. An Annotated Bibliography of Measurements for Young Children. New York: Center for Urban Education. 1969. 50pp.

A selective listing of assessment instruments for prekindergarten children. Most of the entries describe research instruments, but some standard commercially available measures are also noted. Measurements are grouped under the following headings: cognitive abilities, perceptual skills, reading readiness, characteristics of cognitive style and personal social development. References are included.

8. Bird, Agusto, ed. Bibliografía puertorriqueña de fuentes para investigaciones sociales: 1930-45. Rio Piedras: Centro de Investigaciones Sociales, Universidad de Puerto Rico. 1947. (Mimeographed).

9. Cabrera, Patricia, comp. An Introductory Bibliography for Teachers of English to Speakers of Other Languages.
(ED 016 914)

10. Caskey, Owen L. and Jimmy Hodges, comps. A Resource and Reference Bibliography on Teaching and Counseling the Bilingual Student. Texas Technological College, Lubbock. School of Education. March 1968.
(ED 032 966)

Citations for 733 selected references published between 1914-1967 cover materials on the teaching and counseling of bilingual students. The purpose of the bibliography is to provide as many extensive helpful references as possible. Literature dealing with Indian and Mexican-American children is included. (RIE)

11. Coller, Alan R. and P.D. Guthrie. Self-Concept Measures: An Annotated Bibliography. Princeton, New Jersey: Educational Testing Service. 1971. 9pp.

Includes self-concept measures appropriate for children from preschool through third grade. Annotation lists the purpose of each instrument, nature of the materials, groups for which it is intended, administration, scoring interpretation, and standardization. (Proyecto Leer Bulletin)

12. Cordasco, F. The People of Puerto Rico: A Bibliography. New York: Department of Labor, Migration Division, Commonwealth of Puerto Rico. (1968). Some 500 entries.

13. Cordasco, F., Eugene Bucchioni, and Diego Castellanos. Puerto Ricans on the Mainland: A Bibliography of Reports, Texts, Critical Studies and Related Materials. Totowa, New Jersey: Rowman and Littlefield. 1972.
(ED 066 539)

The contents of this annotated bibliography are divided into six parts, prefaced by a general description of the conditions and problems of the Puerto Ricans on the United States mainland. Part I comprises a list of general bibliographies. Part II concerns "The island experience," and first lists general works and then specific works. Part III concerns "The migration to the Mainland." Part IV concerns "The mainland experience," and first lists general studies and then studies specifically concerning conflict and acculturation. Part V focuses on "The mainland experience: education." In the first of three sections, it lists unpublished materials; then unpublished and published materials from the New York City Board of Education; and, finally, general studies. Part VI, "the mainland experience: the social context," first lists materials on "health, employment, and related social needs," and then on miscellaneous topics. (RIE)

14. Cordasco, F. and Leonard Covello, comps. Studies of Puerto Rican Children in American Schools: A Preliminary Bibliography. New York: Puerto Rican Commonwealth, Department of Labor. 1967. 25pp. (ED 021 910)

This unannotated bibliography lists works dealing with Puerto Rican children and their experience in the mainland American schools; however, it makes no attempt to cite comprehensively studies which deal with migration or the overall experience of Puerto Ricans in the United States. Unpublished and published materials are listed separately; some are written in Spanish and a number of them were produced by the New York City Board of Education. (RIE)

15. A current Bibliography of ERIC-Processed TESOL Documents at the Secondary Level. Champaign, Illinois: NCTE/ERIC (Unpublished document). March 1970.

Unannotated extensive listing of such materials in the areas of teaching techniques, cross-culture commmunications, methods and materials for special student populations, bilingual education and bilingual schools, multi-ethnic literature, audiovisual materials and resources, instructional materials, and miscellaneous references. (NYS Bibliography)

16. Dabbs, Jack A. "A Selected Bibliography on Bilingualism." Reports on Bilingualism. Third Annual Conference of the Southwest Council of Foreign Language Teachers. El Paso, Texas: the Council. 1966. pp. 27-30.

17. Dossick, Jesse J. Doctoral Research on Puerto Rico and Puerto Ricans. New York: New York University, School of Education. 1967.

18. Eaton, Esther M. and others. Source Materials for Secondary School Teachers of Foreign Languages. Circular #788. Washington, D.C.: U.S. Department of Health, Education, and Welfare. 1966.

A partially-annotated reference list of representative materials for secondary teachers. Includes information on: audiovisual aids, course outlines and guides, cultural aids from travel and information services, English as a foreign language, evaluation and testing, foreign language association journals, foreign language newspapers and periodicals, instructional aids, international understanding, language laboratories, linguistics, organizations offering professional services, professional references, programmed instruction, research, songs and dances, study, travel and exchange for students and teachers, textbooks, and vocational opportunities. (NYS Bibliography)

19. Hammer, John H. and Frank A. Rice, eds. A Bibliography of Contrastive Linguistics. Washington, D.C.: Center for Applied Linguistics. 1965.

An unannotated list, alphabetical by language, of contrastive structure studies. Includes books, theses and dissertations, articles, etc. Majority of entires deal with English as one of languages treated. (NYS Bibliography)

20. Harris, Arna S. and Allan C. Harris. "A Selected Bibliography of American Literature for TESOL. Part 1: The Novel; Part 2: The Short Story, Drama, Poetry." TESOL Quarterly. 1:3 (September 1967), 1:4 (December 1967). Available as reprint from TESOL.

Annotated.

21. Hess, Karen and John Maxwell. What to Do About Non-Standard Dialects: A Review of the Literature. 1969. 52pp. (ED 041 027)

This paper, resulting from a comprehensive search of the literature on dialects and dialect learning from 1960-1969, sets forth some of the major ideas, points of view and recommendations in the following categories: 1, responsibility of the school to recognize and accept different varieties of the English language; 2, early research on "correcting" usage "errors", 3, descriptive dialect studies (regional, ethnic, social); 4, effects of non-standard usage on learning to read, social status, etc.; 5, descriptions of current programs; 6, what teachers should know to deal with non-standard usage; and 7, teacher preparation and classroom practices. Extensive bibliography and glossary of terms included. (RIE)

22. Jensen, J.V. "Effects of Childhood Bilingualism." Elementary English. Vol. 39 (1962). Part I, pp. 132-149.

This is the first of two articles reviewing the effects of childhood bilingualism. Some of the negative results discussed are 1, handicaps to speech development, such as sounds, stress and rhythm; 2, disadvantages in language development, such as vocabulary and confused structural patterns; 3, handicaps in intellectual development, especially for children with only superficial knowledge of one language or lacking superior intellectual ability; 4, retardation in educational progress, in reading and studying generally and in specific subjects; and 5, emotional instability and social maladjustment because of his problems in communication. The author also discusses some deleterious effects of bilingualism on society, from the family to nations. The bibliography for both articles is included. (ECK)

23. Klingstedt, Joe Lars. Teachers of Middle School Mexican American Children: Indicators of Effectiveness and Implications for Teacher Education. Washington, D.C.: Office of Education. [1972]. 47pp.

A summary of research and related literature on the problem of identifying indicators of teacher effectiveness, this publication is divided into three sections: 1, traditional indicators of teacher effectiveness in terms of good teaching procedures and desirable personality characteristics; 2, new trends in identifying indicators of teacher effectiveness; and 3, implications for teacher education in the form of a teacher education model--with suggestions for further study. A bibliography of 83 citations is included. (RIE)

24. Materials Acquisition Project. Vol. 1, No. 1. San Diego Schools, California. Washington D.C.: Office of Education. February 1971. 15pp.
(ED 060 716)

25. Materials Acquisition Project. Vol. 1, No. 2. San Diego Schools, California. Washington, D.C.: Office of Education. March 1971. 16pp.
(ED 060 717)

26. Materials Acquisition Project. Vol. 1, No. 3. San Diego Schools, California. Washington, D.C.: Office of Education. April 1971. 11pp.
(ED 060 718)

27. Materials Acquisition Project. Vol. 1, No. 4. San Diego Schools, California. Washington, D.C.: Office of Education. May 1971. 20pp.
(ED 060 719)

28. Materials Acquisition Project. Vol. 1, No. 5. San Diego Schools, California. Washington, D.C.: Office of Education. June 1971. 19pp.
(ED 060 720)

29. Materials Acquisition Project. Vol. 2, No. 1. San Diego Schools, California. Washington, D.C.: Office of Education. July 1971. 20pp.
(ED 060 721)

30. Materials Acquisition Project. Vol. 2, No. 2. San Diego Schools, California. Washington, D.C.: Office of Education. September 1971. 16pp.
(ED 060 722)

31. Materials Acquisition Project. Vol. 2, No. 3. San Diego Schools, California. Washington, D.C.: Office of Education. October 1971. 20pp.
(ED 060 723)

32. Materials Acquisition Project. Vol. 2, No. 4. San Diego Schools, California. Washington, D.C.: Office of Education. November 1971. 20pp.
(ED 060 724)

33. Materials Acquisition Project. Vol. 2, No. 5. San Diego Schools, California. Washington, D.C.: Office of Education. December 1971. 28pp.
(ED 060 725)

34. Materials Acquisition Project. Vol. 2, No. 7. San Diego Schools, California. Washington, D.C.: Office of Education. February 1972. 35pp.
(ED 064 967)

35. Materials Acquisition Project. Vol. 2, No. 8. San Diego Schools, California. Washington, D.C. Office of Education. April 1972. 38pp.
(ED 065 004)

36. Materials Acquisition Project. Vol. 2, No. 8 [9]. San Diego Schools, California. Washington, D.C. Office of Education. May 1972. 59pp.
(ED 066 095)

37. NCTE Committee on Teaching English to Speakers of Other Languages. "Some Materials for Teaching English as a Second Language in the Elementary School." Elementary English. 46:8 (December 1969).

A basic, unannotated bibliography, which includes eleven methodology listings and fifteen sections on pre-school and primary school materials. (NYS Bibliography)

38. Ohannessian, Sirarpi and others. Reference List of Materials for English as a Second Language. Part I: Texts, Readers, Dictionaries, Tests. Washington, D.C.: Center for Applied Linguistics. 1964. 157pp.
(ED 014 723)

Annotated.

39. Ohannessian, Sirarpi, and others. Reference List of Materials for English as a Second Language. Part II: Background Materials, Methodology. Washington, D.C.: Center for Applied Linguistics. 1966. 115pp.
(ED 014 724)

Annotated.

40. Ohannessian, Sirarpi and Ruth E. Wineberg. Teaching English as a Second Language--Adult Education Programs. Washington, D.C.: Center for Applied Linguistics. 1966.
(ED 018 788)

An annotated bibliography of interest to teachers of English to adults. Includes background readings, teachers' guides and handbooks, adult education course materials, general course materials, and specialized English language texts and dictionaries. (NYS Bibliography)

41. O'Neill de Lopez, Maria Stella. Bibliografia puertorriqueña: 1930-1959. Rio Piedras: Centro de Investigaciones Sociales. 1957. [Unpublished].

42. Pedtke, Dorothy A., and others. Reference List of Materials for English as a Second Language: Supplement (1964-1968). Washington, D.C.: Center for Applied Linguistics. 1969. 207pp.
(ED 025 773)

Annotated.

43. "The Puerto Rican Experience on the United States Mainland." The International Migration Review. Vol. 2 (Spring 1968). Includes "An annotated bibliography on Puerto Rico and Puerto Rican migration", pp. 96-102.

44. Revelle, Keith. "A Collection for La Raza." Library Journal. 96:20 (November 1971). pp. 3719-3726.
(EJ 047 704)

The 230 references include books, Spanish-language magazines and newspapers, the Chicano press and audiovisual materials which have proven successful with a Chicano public. (CIJE)

45. Rice, Frank A. and Allene Guss. Information Sources in Linguistics: A Bibliographical Handbook. Washington, D.C. Center for Applied Linguistics. 1965.

A largely unannotated bibliography divided into sections on fields within linguistics, linguistics and related disciplines, applied linguistics, abstracts, classification systems and manpower. (NYS Bibliography)

46. Rivers, Wilga M. Speaking in Many Tongues: Essays in Foreign Language Learning. Rowley, Massachusetts. 1972. $3.95.

Considers problems such as student dissatisfaction with structural language courses, motivation difficulties, individual differences in means and goals of language learning, etc. and makes concrete proposals towards solving them. Guidelines are established for development and evaluation of language programs, new models of language teaching activities presented, and psychological insights discussed that will assist those involved in language teaching in assessing its meaning for today's students.

47. Rosen, Carl L. Assessment and Relative Effects of Reading Programs for Mexican Americans. A Position Papter.
Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory. 1970. 39pp.
(ED 061 000)

The problems of teaching reading in English to Mexican American children with Spanish as their primary language is considered in this paper. Literature reviews are done on research dealing with 1, linguistics; 2, language-modification approaches; 3, linguistic approaches; 4, language experience approaches; 5, bilingual education; and 6, teacher-school factors. Conclusions on the basis of research in these six areas are given. Also given are implications and specific directions for 1, basic research in language and reading processes; 2, normative descriptive studies of processes involved in reading; 3, pre-school educational research and leadership; 4, language and bilingual education systems; and 5, basic and applied research into current school practices, conditions, and possible promising innovations. An 88-item bibliography is appended. (RIE)

48. Rosen, Carl L. and Phillip D. Ortego. "Resources: Teaching Spanish-Speaking Children." Reading Teacher. 25:1 (October 1971). pp. 11-13.

Annotated bibliography.

49. Rosen, Pamela and Eleanor V. Horne. Tests for Spanish-Speaking Children: An Annotated Bibliography. Princeton, New Jersey: Educational Testing Service. 1971. 11pp.
(ED 056 084)

Lists available instruments for measuring intelligence, personality, ability and achievement. Excluded are culture-free or -fair and non-language tests, tests in English with norms for Spanish-speakers, and tests that have merely been translated from English to Spanish. Annotation lists purpose of the test and the groups for which it is intended, test subdivisions or tested skills, behaviors, or competencies, administration, scoring, interpretation, and standardization. (Proyecto Leer Bulletin)

50. Sableski, J.A., ed. "A Selective Annotated Bibliography on Child Language." Linguistic Reporter. 7.2 (April 1965).

A useful bibliography, almost alone in this area; some entries for bilingualism. (NYS Bibliography)

51. Sánchez, George I. and Howard Putnam. Materials Relating to Education of Spanish-Speaking People in the United States: An Annotated Bibliography. Latin American Studies XVII. Greenwood Press, Inc. 1959. 40pp. (ED 041 680)

Concerned primarily with the education of Spanish-speaking people in the United States who are of Mexican descent, this annotated bibliography will also be of value to those working with other Spanish-speaking people such as Puerto Ricans. The list cites selected books, articles, monographs, bulletins, pamphlets, courses of study, bibliographies and unpublished theses and dissertations published between 1923 and 1954. (RIE)

52. Senior, Clarence. Bibliography of Puerto Ricans in the United States. New York: Department of Labor, Migration Division, Commonwealth of Puerto Rico. 1959.

53. The Spanish Speaking in the United States: A Guide to Materials. Washington, D.C.: the Cabinet Committee on Opportunity for the Spanish Speaking. 1971.

54. Status of Puerto Rico. Selected Background Studies Prepared for the United States-Puerto Rico Commission on the Status of Puerto Rico. Washington, D.C.: U.S. Government Printing Office. 1966. [Includes Clarence Senior and Donald O. Watkins, "Toward a Balance Sheet of Puerto Rican Migration: Bibliography."].

55. Ulibarrí, Horacio. The Effects and Implications of Culturally Pluralistic Education on the Mexican-American. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory. 1970. 43pp.
(ED 058 971)

Establishing that cultural diversity may be nothing more than ecological adjustment and then examining the literature and research related to culturally pluralistic education, the author deals with Mexican American children and children from other minority groups in terms of growth and development, language acquisition and learning, bilingual programs and methodology and tests and measurements. The author recommends three areas for basic research: 1, life-style studies; 2, sociopsychological studies; and 3, educational studies. In addition, it is suggested that a new start for the education of multicultural children utilize an organizational systems approach. One figure and a 74-item bibliography are included. (RIE)

56. Velázquez, Gonzalo, ed. Annuario bibliografico puertorriqueño. Rio Piedras: Editorial Universitaria. 1952. [Irregular].

57. Weinberg, Meyer, comp. The Education of the Minority Child: A Comprehensive Bibliography of 10,000 Selected Entries. Chicago: Integrated Education Associates. 1970.

An unannotated bibliography.

58. Zirkel, Perry Alan. A Bibliography of Materials in English and Spanish Relating to Puerto Rican Students. Hartford, Connecticut: Connecticut State Department of Education. 1971. 51pp.
(ED 057 142)

The contents of this listing of materials, intended as resources for teachers and other persons concerned with improving the educational opportunities of Puerto Rican pupils on the mainland as well as on the island, are organized in four sections: 1, books: Puerto Rican Culture in English, Puerto Rican Culture in Spanish, and Children's Fiction; 2, audio-visual materials: films, filmstrips, recordings, and others; 3, research studies; and 4, bibliographies. (RIE)

PART II

THE PUERTO RICAN CHILD IN THE AMERICAN EDUCATIONAL SYSTEM

A. Anthologies or General Discussions

Puerto Ricans in Puerto Rico

59. Cebollero, Pedro. The School Language Policy of Puerto Rico. San Juan. 1945. 133pp.

60. International Institute of Teachers College. A Survey of the Public Educational System of Puerto Rico. New York: Columbia University Bureau of Publications. 1926.

61. Juncal, Hernan Poza. "La escuela norteamericana y nuestros niños." Plus Ultra. (October 10, 1948).

62. Landy, David. Tropical Childhood: Cultural Transmission and Learning in a Rural Puerto Rican Village. New York: Harper and Row. 1965.

63. Montilla, Aida Negrón de. The Public School System and the Americanization Process in Puerto Rico from 1900 to 1930. Ph.D. Dissertation, New York University. 1970. (Dissertation Abstracts International. Vol. 31 (1970). p. 2515-A.)

64. Osuna, Juan J. A History of Education in Puerto Rico. Rio Piedras, Puerto Rico. 1949.

65. Underwood, Ana R. "La educacion pre-escolar en las escuelas publicas de Puerto Rico." International Journal of Early Childhood. 2:1 (1970). pp. 38-43. (EJ 029 662)

Puerto Ricans in Mainland Schools

66. "Activaron la enseñanza del inglés básico en las communidades boricuas." La Prensa. (February 23, 1952).

67. Bell, John. "Puerto Rican Influx Jams Crowded Schools." New York World Telegram. (May 3, 1947).

68. Bucchioni, Eugene. A Sociological Analysis of the Functioning of Elementary Education for Puerto Rican Children in the New York City Public Schools. Unpublished Ph.D. Dissertation, New School for Social Research. 1965 (Dissertation Abstracts. Vol. 26 (1966). pp. 6216-6217.)

The objectives of this paper were to examine and describe the situation of Puerto Rican children in New York City elementary schools. The author discusses the problem in sociological terms: the democratic idology of the schools, the role of the school in assimilation, the conflict of values in the educational program, and the "culturally loaded" curriculum, methods and materials used in the school which generally lead to severe educational retardation among Puerto Rican students. Data were collected through participant observation and some content analysis of relevant publications of the New York City Board of Education.

As a result, the author states that "elementary education for Puerto Rican children functions in the context of highly complex arrangement of rhetoric, myth, and reality." Because the "arrangement" makes it seem as if Puerto Rican children are receiving a successful education, since they are receiving the same program offered to other children, the special problems and needs of these children are being ignored. According to Bucchioni, the results further indicate that the school system is essentially a "middle-class sorting device" whereby some children, primarily those of North American middle-class background, are selected in elementary school for sufficiently high academic achievement throughout school and the successful attainment of middle-class status. Access to these opportunities are severely limited for Puerto Rican children, who are "sorted out" of the channels for successful educational achievement early in the education process. (DH)

69. "Children from Puerto Rico." Curriculum and Materials. (May-June, 1954). 16pp.

70. "Cívicas y culturales: Asociación de padres." El Diario de Nueva York. (June 13, 1952). p. 8

71. "Cívicas y culturales: Conferencia sobre educación escolar." El Diario de Nueva York. (May 21, 1952). p. 13.

72. "Cívicas y culturales: Escuela pública de la calle 109 (oeste) abre su matricula para kindergarten." El Diario de Nueva York. (May 17, 1952).

73. Collazo, Francisco. The Education of Puerto Rican Children in the Schools of New York City. San Juan: Department of Education Press. 1954. 14pp.

74. "Comprensión por conocimiento." (Editorial). El Diario de Nueva York. (May 27, 1952). p. 9.

75. Cordasco, F. "Educational Programs for Puerto Rican Pupils." New York Times. (May 30, 1967).

76. Cordasco, F. "The Puerto Rican Child in the American School." Congressional Record. 111:195 (October 19, 1965). pp. 26, 425-426.

____________ "The Puerto Rican Child in the American School." American Sociological Association. Abstracts of Papers (61st Annual Meeting). 1966. pp. 23-24.

____________ "The Puerto Rican Child in the American School." Kansas Journal of Sociology. Vol. 2 (Spring 1966). pp. 59-65.

____________ "The Puerto Rican Child in the American School." Journal of Negro Education. Vol. 36 (Spring 1967). pp. 181-186.

77. Cordasco, F. "Puerto Rican Pupils and American Education." School and Society. Vol. 95 (February 18, 1967). pp. 116-119.

For the most part, the Puerto Rican child reflects a context of bitter deprivation, poor housing, high unemployment, and a record of disappointing educational achievement. [illegible] child is pressured both by a completely new environment an[illegible] negative pressures of a ghetto mileu, ("the recurrent patt[illegible] the ghettoization of new arrivals").

Discussion of the two problems: 1, How t[illegible]ely teach English as a second language and 2, How to pro[illegible] rapid and more effective adjustment of Puerto Rican paren[illegible] children to the community and the community to them is included. Acculturation is more important to the Puerto Rican child and American society. Just how can he retain his identity, culture and language?

Cordasco suggests that a school that is not community-oriented is a poor school, and that much more disturbing than the Puerto Rican child's lack of English is the lack of economic security and well-being that relate him to a noble family structure. (DH)

78. Cordasco, F. and E. Bucchioni. Education Programs for Puerto Rican Students. [Jersey City Public Schools[. Evaluation and Recommendations. Jersey City: Board of Education. 1971.

79. Cordasco, F. and E. Bucchioni. Puerto Rican Children in Mainland Schools. Methuchen, New Jersey: Scarecrow Press. 1968.

80. Cordasco, F. and E. Bucchioni. The Puerto Rican Community and Its Children on the Mainland: A Source Book for Teachers, Social Workers and Other Professionals. Metuchen, New Jersey: The Scarecrow Press, Inc. 1972.

81. Covello, Leonard. *The Heart is the Teacher*. New York. 1958.

82. Covello Papers. Personal Files. [In the possession of F. Cordasco]

83. Covello, Leonard. "Recommendations Concerning Puerto Rican Pupils in Our Public Schools." May 1, 1953. [unpublished]

84. Cruz, Juan S. and George S. Richs. *Some Aspects of Puerto Rican Adaptation to Mainland U.S.A.* Chicago: Board of Education. 1967.

85. "Educadora boricua llevará a las cortes al City College de N.Y. Alega es víctima de descrimen." *El Diario de Nueva York*. (April 24, 1952).

86. *Education-in-the-News*. A monthly clip sheet for the use of U.S. editors and radio commentators. New York: Puerto Rican Public Relations Committee, Inc. (April 1, 1949). 3pp.

87. "Education of Puerto Rican Children in New York City." *Journal of Educational Sociology*. 28:4 (December 1954). pp. 145-192.

88. Emery, Helen T. "How the City's Schools Greet Puerto Ricans." *New York World Telegram and Sun*. (November 4, 1953).

89. Emery, Helen T. "Schools Here Aid Progress of Migrants." *New York World Telegram and Sun*. (February 11, 1953).

90. Emery, Helen T. "Schools Weigh Problems of Puerto Ricans." *New York World Telegram and Sun*. (February 11, 1953).

91. Emery, Helen T. Seward H.S. Makes Americans." *New York World Telegram and Sun*. (May 11, 1956). p. 34.

92. Entman, Frederick. "Our Puerto Rican Children: One School's Approach." *Strengthening Democracy*. (May 1955). pp. 3, 5.

93. Finocchiaro, Mary. *Education of Puerto Ricans on the Mainland: Overcoming the Communication Barrier*. Paper delivered at Conference on the Education of Puerto Rican Children on the Mainland in San Juan, Puerto Rico. 1970. 14pp. (ED 043 871)

The complexity of the problems concerning the teaching of English to Puerto Ricans in the U.S. has rarely been fully appreciated. Author discusses some factors involved: 1, learners may be admitted to school at any age and placed in advanced grades with their age peers; 2, some older learners may be functionally illiterate in their own language; 3, learners may or may not have had some previous instruction in English;

4, they may enter school at any time during the semester; 5, their schooling may be broken frequently; 6, many live in Spanish language enclaves; 7, language skills must be developed to allow students to participate in rest of curriculum, etc. (RIE)

94. Finocchiaro, Mary. "Our Schools Must Meet the Challenge of a New Migration." High Points. (March 1953). pp. 29-33.

95. Finocchiaro, Mary. "Puerto Rican Newcomers in Our Schools." Journal of Educational Sociology. Vol. 28 (December 1954). pp. 157-166.

________________ "Puerto Rican Newcomers in Our Schools." American Unity. 14:3 (January-February 1956). pp. 12-17.

This article describes the problems facing Puerto Ricans when they enter mainland schools and some of the modifications made in the regular school program to help the Puerto Rican students adjust. Illustrations for teacher techniques are also described and several problems which must be solved are also listed. (ECK)

96. Goodman, Samuel M., and others. Who Are the Puerto Rican Pupils in the New York City Public Schools? New York: Board of Education. 1956.

97. Greenstein, Marvin N. "Puerto Rican Children." Pathways in Child Guidance. 2:4 (June, 1960). pp. 1-3.

98. Guren, Louise. "A Special Class for Puerto Rican Students." High Points. (February 1948). pp. 77-80.

99. "Helping Puerto Rican Pupils to Achieve Status." Strengthening Democracy. 5:6 (May 1953). pp. 4-5.

100. Hochhauser, Aidalina. A Pilot Study of "Problem Children" of Puerto Rican Background. New York: The Puerto Rican Study of the New York City Board of Education. 1956.

101. "How to Teach Puerto Ricans." New York Herald Tribune. (February 13, 1951).

102. Ingraham, Leonard W. "Our Puerto Rican Students Must Become a Part of All the Children." High Points. (February 1951).

103. Lewis, C. "Some Puerto Rican Viewpoints." Childhood Education. Vol. 43 (October 1966). pp. 82-84.

104. Loretan, Joseph O. "Problems in Improving Educational Opportunities for Puerto Ricans in New York." High Points. (May 1963). pp. 23-31.

105. Margolis, Richard. *The Losers: A Report on the Puerto Ricans and the Public Schools*. New York: Aspira. 1968.

106. Materesi, Felicia. "No debe segregarse a los estudiantes de Puerto Rico." *El Diario de Nueva York*. (January 19, 1954).

107. Mayor's Advisory Committee on Puerto Rican Affairs in New York City, Sub-Committee on Education, Recreation and Parks. *The Puerto Rican Pupils in the Public Schools of New York City: A Survey of Elementary and Junior High Schools*. New York. 1951. 102pp.

108. Messer, Helaine R. *The Puerto Rican Student in the New York City Public Schools: 1945-1965*. Unpublished M.A. thesis, Columbia University. 1966.

109. Monserrat, Joseph. "Education of Puerto Rican Children in New York City." *Journal of Educational Sociology*. (December 1954).

110. Monserrat, Joseph. *School Integration: A Puerto Rican View*. San Juan: Commonwealth of Puerto Rico, Department of Labor, Migration Division. 1963. 16pp. Address, Teacher's College, Columbia University. May 1, 1963.

111. Montes, Marta. "La primera escuela puertorriqueña en la ciudad de Nueva York." *La Prensa*. (September 17, 1961).

112. Morrison, J. Cayce, Director. *The Puerto Rican Study*. New York City Board of Education. 1964.

113. McCuen, John J. "Puerto Rican Survey Seeks Best Methods." *New York World Telegram and Sun*. (April 7, 1954). p. 42.

114. "Need of the Puerto Rican Child." *New York Teacher News*. (November 8, 1952). p. 3.

115. *The Needs of Children of Puerto Rico*. Washington, D.C.: Federal Security Agency. 1950.

116. New York City Board of Education. *Meeting the Needs of Puerto Rican Pupils in New York City Public Schools*. New York: Board of Education. Supplement to Staff Bulletin. (March 23, 1964).

117. New York City Board of Education. *Our Children from Puerto Rico*. New York: Board of Education. 1957.

118. Oliveras, Candido. *What Are the Educational Needs of Puerto Ricans Who Come to New York?* Address, New York University. January 14, 1961.

119. Perlman, Ruth. "The American School: Cultural Crossroads." The Elementary School Journal. (November 1968). pp. 82-86.

120. Public Educational Association. The Status of the Public School Education of Negro and Puerto Rican Children in New York City. Presented to the Board of Education Commission on Integration. New York City Board of Education. October 1955.

Following the Supreme Court decision to make school segregation illegal on May 17, 1954, Arthur Levitt, who was President of the New York City Board of Education at that time, requested this "full, impartial and objective inquiry" into the status of public school education for Black and Puerto Rican students in New York City. It is explained that New York City schools are community schools and therefore reflect the population make-up of the community. Since the Black and Puerto Rican communities are somewhat separated from the rest of the city's population, their schools are also separate. It is recognized here that the "separate but equal" facilities concept really amounts to de facto segregation; according to the data, the educational opportunities afforded the minority children are far from equal. President Levitt's stated goal was the "completely integrated school", so the study includes information about the present zoning situation and suggestions for its revision. (DH)

121. Public Education Association. "The Status of the Public School Education of Negro and Puerto Rican Children in New York City." Public Education Association. 1955.

122. "The Puerto Rican Child." New York Teachers' News. (November 29, 1952). pp. 2, 7.

123. "Puerto Rican Children." New York Teachers' News. (April 3, 1954). p. 4.

124. Puerto Rican Graduates of Morris High School, June 1961. Migration Division, Commonwealth of Puerto Rico. 1963.

125. "Pupils from Puerto Rico." The Elementary School Journal. (November 1958). p. 74.

126. Rand, Christopher. "Puerto Ricans." Saturday Review. Vol. 41 (September 13, 1958). p. 36.

127. Rand, Christopher. The Puerto Ricans. New York: Oxford. 1958. 178pp.

128. Rand, Christopher. "A Reporter at Large: The Puerto Ricans." The New Yorker. (November 30, 1957). [Series of four articles].

129. "Reshaping Public Education: For Spanish-Speaking Children." United Teacher. (May 29, 1968).

Discusses Puerto Rican children in New York City.

130. Sayers, Raymond S. "New York Teachers in Puerto Rican Schools." High Points. Vol. 39 (November 1957). pp. 5-16.

131. "Seek Better School Program for N.Y.C. Puerto Rican Youth." New York Teachers' News. (May 31, 1952). p. 4.

132. Senior, Clarence. "Schools, Newcomers and Community." Problems and Practices in New York City Schools. 1963 Yearbook of the Society for the Experimental Study of Education. Parts II and III, pp. 107-11. New York: Society for the Experimental Study of Education. 1963.

133. Strauss, Susan. "The Effect of School Integration on the Self-Concept of Negro and Puerto Rican Children." Graduate Research in Education. Vol. 3 (1967). pp. 63-76.

134. "Summary of Recommendations Made by the Puerto Rican Study for the Program in New York City Schools." Board of Education, City of New York. 1958. [Mimeographed].

135. "Teaching the Puerto Rican Child." New York Teachers' News. (February 24, 1953). p. 3

136. University of the State of New York. The State Education Department, Division of General Education, Bilingual Education Unit. Part III of Volume II, The Fleischmann Commission Report: Children with English-Language Difficulties. Albany, New York: 1972.

137. Vázquez, Hector I. "Puerto Rican Americans." National Elementary Principal. 50:2 (November 1970). pp. 65-71. (EJ 032 393)

Summarizes briefly the low achievement rate of Puerto Ricans in New York Schools, including the background of the problem, the school situation, and the community involvement. (CIJE)

138. Weissman, Julius. An Exploratory Study of Communication Patterns of Lower Class Negro and Puerto Rican Mothers and Pre-School Children. Ph.D. Dissertation, Teachers College, Columbia

University. 1966.
(Dissertation Abstracts. Vol. 27 (1967). pp. 3960A-3961A).

The purpose of the investigation was to explore the assumption that lower-class child-rearing patterns socialize passive behavior and lack of motivation for learning in children. Ss were mothers and pre-school age children from low-income Puerto Rican and Black groups. The nature and degree of the "assumed passivity" were studied in terms of the forms and patterns of the verbal and non-verbal communications between mother and child pairs in both home and school settings. The findings indicate that Puerto Rican mother-child pairs are much more active at home than in the school setting; the opposite was true for the Black group. "The Puerto Rican group had higher activity rates in the 'teaching' category, in the reinforcement of verbal praise, smiles, touch contacts, and related areas. The Black group was more active in the use of verbal admonitions, 'don'ts' in critical comments, in directing and coercing verbal and non-verbal communication." The Puerto Rican mother-child pairs were more active and responsive in the interpersonal processes of communication than the the Black mother-child pairs. (DH)

139. Zirkel, Perry Alan. Puerto Rican Parents and Mainland Schools.
Hartford Connecticut: Hartford Model Cities. November
1971. 98pp.
(ED 062 473)

This study constitutes the promised product of an institute on "Puerto Rican Pupils in Mainland Schools," sponsored by the Educational Leadership Institute and the University of Hartford during the summer of 1971. The stated purposes of the institute were: 1, to stimulate communications and understanding between school and community representatives toward the improvement of the educational opportunities of Puerto Rican pupils in mainland schools; 2, to develop a data base concerning cultural and linguistic factors in the home environment that may be significant toward that end; and 3, to examine and interpret such data in terms of present and potential school programs and practices. The Institute focused on facilitating the relationship between the home and school environment of Puerto Rican pupils in Hartford as a possible model for other mainland school systems. The formal program of the Institute was concentrated in the week of June 28-July 2. The morning sessions provided the opportunity to interact with several resource people in small group discussions. The afternoon sessions were devoted to conducting structured interviews in the homes of a cross-section of Puerto Rican families who had children in the Hartford schools. The duration of the summer was used for further research and the final writing of independent individual reports, each culminating in recommendations for improving the educational opportunities of these children in the Hartford schools. (RIE)

Spanish-Speaking Students in Mainland Schools

140. Anderson, James and Dwight Safar. Equality of Educational Opportunity for Spanish-American and Indian Students in Two Multi-Cultural Communities: An Exploratory Assessment. 1969. 34pp.
(ED 029 746)

141. Austin, Mary. "Rural Education in New Mexico." University of New Mexico Bulletin, Experimental School Series. Vol. 2, no. 1. Albuquerque: University of New Mexico Press. 1931.

142. Biddick, Mildred L. and Esther A. Harrison. "Spanish-American Children Receive Help in Achieving Status." School Management. (August 1947).

143. "The Community Speaks." National Elementary Principal. 50:2 (November 1970). pp. 29-33.

Spanish-speaking parents reflect on the educational opportunities offered to their children.

144. Cooke, W. Henry. "The Segregation of Mexican-American School Children in Southern California." School and Society. Vol. 67 (June 5, 1948). pp. 417-421.

145. Cordasco, F. and Leonard Covello. "Schools and the Spanish-Speaking Community." Congressional Record. (June 12, 1962). pp. A4322-A4323.

146. "La educación y el emigrante." Temas. Vol. 14 (November 1957). pp. 124-127.

147. The Excluded Student; Educational Practices Affecting Mexican Americans in the Southwest. Mexican American Education Society. Washington, D.C.: U.S. Government Printing Office. May 1972. 77pp.
(ED 062 069)

148. Felder, D. "The Education of Mexican-Americans: Fallacies of the Monocultural Approach." Social Education. Vol. 34 (1970). pp. 639-642.

149. Flicker, Jeanette. "Classes for Spanish-Speaking Children." High Points. (November 1947). pp. 58-62.

150. "Helping the Migratory Mexican Child to Belong." California Elementary School Principals Association. The Elementary School Faces the Problems of Migration, 15th Yearbook, 1943. by Jessica K. Pullis. pp. 97-101.

151. Holland, W.R. "Language Barrier as an Educational Problem of Spanish-Speaking Children." *Exceptional Children*. Vol. 27 (1960). pp. 42-50.

152. Howells, Simone. "The Preschool Migrant Child." *Education News*. Vol. 13, no. 4. (August 1971). pp. 9-14. (EJ 054-978)

153. Link, Albert D., comp. *Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 2*. New Mexico State University, University Park, ERIC Clearinghouse on Rural Education and Small Schools. Washington, D.C.: National Center for Educational Research and Development. May 1972. 345pp. (ED 065 217)

154. Lozano, Diana. "Historical Perspective." (Education for the Spanish-Speaking). *National Elementary Principal*. 50:2 (November 1970). pp. 20-23.

155. Mangers, Dennis H. "Education in the Grapes of Wrath." *National Elementary Principal*. 50:2 (November 1970). pp. 34-40.

Comments on the educational situation in the San Joaquin Valley, California.

156. Marland, S.P., Jr. *Completing the Revolution*. Speech presented at inauguration of Dr. Frank Angel as President of New Mexico Highlands University, Las Vegas, New Mexico, June 5, 1972. 14pp. (ED 066 288)

In this speech Mr. S.P. Marland, Jrs., U.S. Commissioner of Education, discusses both the shortcomings and accomplishments of the American education system when it comes to educating Mexican American Students. (RIE)

157. Martínez, Arnulfo S. *A Study of the Scholastic Census of the Spanish-Speaking Children of Texas*. Unpublished Master's thesis, University of Texas. 1944.

158. *Methodological Appendix of Research Methods Employed in the Mexican American Education Study*. Washington, D.C.: Commission on Civil Rights. January 1972. 162pp. (ED 064 025)

159. Nabokov, P. *Tijerina and the Courthouse Raid*. Albuquerque, New Mexico: University of New Mexico Press. 1969.

160. "An Open Letter to Mexican-American Parents from an Anglo Elementary Teacher." La Raza. (May 11, 1968).

161. Ott, Elizabeth. Basic Education for Spanish-Speaking Disadvantaged Pupils. 1967. 23pp.
(ED 020 497)

162. Raisner, Arnold. "New Horizons for the Student of Spanish-Speaking Background." High Points. (February 1966). pp. 19-23.

163. Rodríguez, A. "Education for the Spanish-Speaking: Mañana in Motion." National Elementary Principal. Vol. XLIX, no. 4 (February 1970). pp. 52-56.

A history of Spanish-speaking people and their relationship with the schools; the author notes three main Spanish-speaking groups--Mexican Americans, Cuban refugees, and Puerto Ricans. There is a plea for a change in attitude from regarding the Spanish-speaking child as "disadvantaged" to helping him achieve bilingual and biculturalism, and for improvement of the relationship between the school and the community. (ECK)

164. Salazar, Rubén. Stranger in One's Land. Commission on Civil Rights, Washington, D.C. Washington, D.C.: U.S. Government Printing Office. May 1970. 52pp.
(ED 054 908)

An account of the hearing held by the U.S. Commission on Civil Rights on the Mexican American community's problems with civil rights, this report does not necessarily represent the views of the Commission but is published to stimulate public interest in the problems confronting Mexican Americans. Major areas explored were employment, education, the administration of justice, housing, and political representation. "The total picture of economic deprivation, of relegation to the meanest employment, of educational suppression, and of restricted opportunity in almost every phase of life unfolded." (RIE)

165. Salinas, Guadalupe, ed. Mexican-Americans and the Desegregation of Schools in the Southwest. California University, Riverside. Western Regional School Desegregation Projects. Washington, D.C.: Office of Education. Cooperative Research Program. December 1971. 41pp. Article originally appeared in "Houston Law Review." Vol. 8 (1971). p. 929.
(ED 058 983)

166. Saunders, Lyle. "The Spanish-Speaking Population of Texas." *Inter-American Education, Occasional Papers, No. 5*. Austin: University of Texas Press. December 1949. 55pp.

167. Sepulveda, Betty. *Teaching the Educationally Disadvantaged Hispano Child at K-3 Level*. 1969. 4pp. (ED 036 807)

Educational Opportunity in the American Educational System

168. Blair, J.F. "When Nationalities Mix in the Classroom." *Instructor*. Vol. 63 (September 1953). p. 108.

169. Brameld, Theodore. *Minority Problems in the Public Schools: A Study of Administrative Policies and Practices in Seven School Systems*. New York: Harper and Brothers. 1946.

170. *The Children of Immigrants in Schools*. With an Introductory Essay by F. Cordasco. (Metuchen, New Jersey: Scarecrow Reprint Corporation, 1970; originally, 1911). 5 vols. Originally Vols. 29-33 of *Report of the Immigration Commission*. [Washington, D.C.: U.S. Government Printing Office, 1911].

171. Cole, Stewart G. and Mildred W. Cole. *Minorities and the American Promise, the Conflict of Principle and Practice*. New York: Harper. 1954. 319pp. Bureau for Intercultural Education, Publication No. 10 in the series, "Problems of Race and Culture in American Education."

172. Coleman, J. and others. *Equality of Educational Opportunity*. Washington, D.C.: U.S. Government Printing Office. 1966.

173. Cordasco, Francesco. "The Challenge of the Non-English Speaking Child in the American School." *School and Society*. Vol. 96 (March 30, 1968). pp. 198-201.

174. Cordasco, Francesco. "Educational Pelagianism: The Schools and the Poor." *Teachers College Record*. Vol. 69 (April 1968). pp. 705-709.

175. Cordasco, Francesco. "Helping the Language Barrier Student." *Instructor*. Vol. 72 (May 1963). p. 20.

176. Cordasco, Francesco. "The Non-English Speaking Child in the American School: Continuing Challenge to Education in a Democratic Society." Statement and Testimony before the General Education Sub-Committee of the U.S. House of Representatives. (June 29, 1967). Washington: 11pp. (H.R. Bill 9840).

__________ "The Non-English Speaking Child in the American School: Continuing Challenge to Education in a Democratic Society." Testimony before the Senate Sub-Committee on Bilingual Education. (July 21, 1967). Washington, D.C. 11pp. (Senate Bill 428).

177. Cordasco, Francesco and Maurie Hillson. "Poor Children and Schools." in N.W. Brickman and S. Lehrer, eds. Education and the Many Faces of the Disadvantaged. New York: John Wiley. 1972.

178. Díaz, Manuel and Roland Cintrón. School Integration and Quality Education. New York: Puerto Rican Forum. 1964.

179. "Federal Judge Outlaws Segregation in Public Schools." Common Ground. Vol. 8 (Winter 1947). pp. 102-103.

180. Green, Shirley E. The Education of Migrant Children. Washington, D.C.: Department of Rural Education, N.E.A. 1954. 179pp.

181. Hillson, Maurie, and others. Education and the Urban Community: Schools and the Crisis of the Cities. 1969. 506pp.
(ED 040 233)

Selection of 49 articles dealing with the crises and conflicts of urban education. Articles discuss the impact of urbanization, social stratification, the effects of urban poverty on Black and Puerto Rican families, and the disadvantaged school dropout. (RIE)

182. Hnatek, Margaret. A Survey of Population Factors Relating to the Education of Migrant Children in Victoria County, Texas. Unpublished Master's thesis, University of Texas. 1952.

183. Law, William. "Problems for the Migratory Student." California Journal of Secondary Education. Vol. 14 (March 1939). pp. 170-173.

Problems confronting migratory students are: poor housing, malnutrition, inferiority complex, inability to adjust socially, mental retardation due to environment, the impossible task of selecting subjects which can be followed through all of the schools attended.

184. Light, Richard L. "The Schools and the Minority Child's Language." Foreign Language Annals. 5:1 (October 1971). pp. 90-91.
(ED 044 635)

185. McMurrin, Sterling M., ed. The Conditions for Educational Equality. CED Supplementary Paper, Number 34. Committee for Economic Development, New York. Research and Policy Committee. July 1971. 208pp.
(ED 057 118)

186. Newcomb, W. Fred. "Caring for the Children of Seasonal Workers in Ventura County Schools." California Journal of Elementary Education. Vol. 6 (August 1937). pp. 54-59.

187. Newell, John, and others. Migrant Early Childhood Education Program in Hardee County, Florida: An Evaluation. Florida University, Gainesville College of Education; Florida University, Gainesville Institute for Development of Human Resources. Florida State Department of Education, Tallahassee Division of Elementary and Secondary Education. August 1971. 67pp.
(ED 060 960)

188. Osborne, Marie A.S. The Educational Status of Intrastate Migrants in Texas, 1935-1940. Unpublished Master's thesis, University of Texas. 1954.

189. Rhine, W. Ray. Ethnic Minority Perspectives on the Evaluation of Early Childhood Education Programs. 3pp.
(ED 062 010)

Issues presented at a symposium on ethnic minority perspectives and evaluation of early childhood education are presented. Two presentations are summarized. The first, "Evaluation Research and the Education of Oppressed Minority Group Members," by Edward J. Barnes, emphasizes that the evaluation of education programs must include a look at the person in a social as well as academic context. It is stated that the exclusion of ethnic minority values from the academic scene is the cause for the school system's failure to educate ethnic minority children. The second paper, "The Implications of Cognitive Styles and Cultural Democracy for Evaluation Research," by Manuel Ramirez, states that cultures and values of minority groups in the United States, especially those of Black and Indians, have been viewed as pathological and inferior. It is also stated that the results of ignoring these cultures is the alienation of minority group children from the schools. (RIE)

190. Rice, J.P., Jr. "Education of Subcultural Groups." School and Society. Vol. 92 (1964). pp. 360-362.

This article discusses intelligence testing, and includes a very brief survey of the literature on "culturally loaded" measures of intelligence. The author suggests compensatory programs for the slower learners, TESOL programs for the non-native speaker of English, and encourages the development of new instruments for testing bilingual students. (DH)

191. Richey, Herman G. "Educational Status of Important Population Groups between the First and Second World War." School Review. Vol. 57 (January and February 1949). pp. 16-27, 89-100.

192. Rivera, Vidal A. "The Forgotten Ones: Children of Migrants." National Elementary Principal. 50:2 (November 1970). pp. 41-44.

Discusses educational problems of migrant children.

193. Rodríguez, A. "The Challenge for Educators." National Elementary Principal. Vol. I, no. 2. (November 1970). pp. 18-19.

Lists the problems faced by bilingual students in schools that are exclusively Anglo-American and suggestions (such as changes in teacher training and curriculum) that are necessary to include the bilingual child in the school system. (ECK)

194. The Supreme Court of the State of California. "Serrano v. Priest: Implications for Educational Equality." Harvard Educational Review. 41:4 (November 1971). pp. 501-534.

Reprint of the decision of the Supreme Court of the State of California - Serrano v. Priest. Briefly, the Court found that the school financing system in California is unconstitutional because it does not provide children with equal protection as guaranteed by the Fourteenth Amendment of the United States Constitution. The decision was based on the fact that children in wealthy communities receive greater educational offerings than children growing up in poor communities. Commentary provided by William N. Greenbaum.

195. The Unfinished Education; Outcomes for Minorities in the Five Southwestern States. Mexican American Educational Series. Washington, D.C.: Commission on Civil Rights. October 1971. 94pp.
(ED 056 831)

"The basic finding of this report is that minority students in the Southwest--Mexican Americans, blacks, American Indians--do not obtain the benefits of public education at a rate equal to that of their Anglo classmates. This is true regardless of the measure of school achievement used." The U.S. Commission on Civil Rights has sought to evaluate school achievement by reference to five standard measures: school holding power, reading achievement, grade repetitions, overageness for grade assignment, and participation in extracurricular activities. Without exception, minority students achieve at a lower rate than Anglos; their school holding power is lower; their reading achievement is poorer; their repetition of grades is more frequent; their overageness is more prevalent; and they participate in extracurricular activities to a lesser degree. (RIE)

196. The University of the State of New York. The State Education Department, Bureau of Pupil Testing and Advisory Services, Division of Educational Testing. Summary Report of Statewide Test Results. (October 1966-October 1970).

The Pupil Evaluation Program is an annual fall testing program required of all pupils in all public and non-public schools of New York State. It consists of reading and math achievement tests in grades 3 and 6 and reading and arithmetic minimum competence tests in grade 9. These tests have been developed by the State Education Department and are based on New York State courses of study. Includes: statewide analysis of educational disadvantage, analysis of educational disadvantage by type of school, schools with critical problems of educational disadvantage, statewide distribution of educationally disadvantaged pupils, and statistical information about the test itself.

No specific information on ethnic or non-English speaking linguistic groups.

B. Socioeconomic and Sociocultural Characteristics of the Puerto Rican Child in the United States and Their Relationship to the Educational Process

197. Anderson, James, and others. "Stability and Change among Three Generations of Mexican-Americans: Factors Affecting Achievement." American Educational Research Journal. 8:2 (March 1971). pp. 285-309.
(EJ 041 768)

198. Anderson, James and William H. Johnson. Sociocultural Determinants of Achievement Among Mexican-American Students. University Park, New Mexico: New Mexico State University. 1968. 45pp.
(ED 017 394)

199. Antonowsky, Aaron. "Aspiration, Class and Racial-Ethnic Membership," Journal of Negro Education. Vol. 36:4. pp. 385-393.

Earlier studies of students from a small city show that Black youngsters have a higher level of aspiration than Whites. Three hundred seventy eight 10th-graders from five schools in a large city were tested to see if the same pattern could be found and to compare: 1, middle and low-class Blacks and Whites, and 2, Puerto Rican youths with Blacks and Whites. Senior guidance counselors asked eight questions dealing with "future socioeconomic-educational aspirations and expectations." It was found that middle-class Whites had the highest aspiration level, and Puerto Ricans were relatively low. Patterns of response were similar for lower-class Whites, middle-class Puerto Ricans, and middle and lower-class Blacks. The comparison between the small city and the metropolis showed "differences between lower-class Whites and similarities between lower-class Blacks. (PASAR)

200. Brameld, Theodore. "Explicit and Implicit Culture in Puerto Rico: A Case Study in Educational Anthropology." Harvard Educational Review. Vol. 28 (Summer 1958). pp. 197-213.

201. Caldwell, Floyd F. and Mary Mowry Davis. "Sex Differences in School Achievement Among Spanish-American and Anglo-American Children." Journal of Educational Sociology. Vol. 8 (May 1935). pp. 168-173.

202. Casavantes, Edward J. Deviant Behavior in the Mexican-American Student and Its Relation to Education. A Position Paper. Albuquerque, New Mexico. Southwestern Cooperative Educational Laboratory. August 1970. 16pp.
(ED 060 989)

Since the literature about the mental health of Mexican Americans has been consistent in reflecting that a low socioeconomic level combined with extensive use of Spanish lowers IQ test scores of Mexican Americans, these factors should be studied in connection with the educational achievement of Mexican Americans and their mental health. This could be done because Mexican Americans are highly distinguishable from other ethnic groups. In such a study, eight hypotheses are proposed for testing on a random sample of large numbers of Mexican Americans from all socioeconomic levels and ages, from every state in the Southwest, from rural and urban settings, from the Chicano militant element, from colleges and from the Hispano component. The actual survey should be done by special questionnaire and a short adapted form of standard personality tests with some in Spanish. Examiners should be Mexican Americans highly trained in psychiatric interviewing procedures. In summary, this investigation should be a broad-based study on the mental health and educational achievement of Mexican Americans. (RIE)

203. Casavantes, Edward J. Variables Which Tend to Affect (Impede or Retard) Learning of the Mexican American Student in American Education. A Position Paper. Albuquerque, New Mexico. Southwestern Cooperative Educational Laboratory. August 1970. 15pp.
(ED 060 990)

An interdisciplinary research study is suggested following a review of the more significant studies that have been attempted to explain the degree of educational retardation of the Mexican American as related to such factors as life stresses and learning styles. This study would be a combination of survey research and research for hypothesis testing wherein a random sample of the total Mexican American population would be used. It is noted that such a study would provide large quantities of data on sociologic, family education, cognitive, and personality functioning and would assess the co-variation and influence of each of these variables on each of the other variables. (RIE)

204. Cherkis, C. "School and the Puerto Rican Parent." High Points. Vol. 32 (March 1950). pp. 20-27.

This article stresses the need to bring parents of Puerto Rican school children in to the schools, to "educate" them about what goes on in the schools and show them that they are accepted as important members of the school community. Without the interest and cooperation of Puerto Rican parents during their children's experience in school, the children (who begin with a disadvantage) will have even more difficulty making adjustments to school life. The school is a very important agent in the socialization of children, and in the acculturation of children from different ethnic backgrounds; without the cooperation of Puerto Rican parents, the school cannot expect to succeed. (DH)

205. Christian, Chester C., Jr. "The Acculturation of the Bilingual Child." Modern Language Journal. 49:5 (March 1965). pp. 160-165.

Discusses the problem of confusion and frustration which exists when a child learns one language and culture from his parents and then must learn another language and culture when he enters school. The author maintains the term "acculturation" refers to the destruction of one culture to gain a second. He suggests that education should attempt to involve the culture of the child.

206. Clark, Madeline. A Preliminary Survey of the Employment Possibilities of the Spanish-American Girls Receiving Commercial Training in the San Antonio Secondary Schools. Unpublished Master's thesis, University of Texas. 1936.

207. Cline, Marion, Jr. Achievement of Bilinguals in Seventh Grade by Socioeconomic Levels. Ph.D. Dissertation, University of Southern California. 1961. (Dissertation Abstracts. Vol. 22 (1962). pp. 3113-3114.)

This study was designed to investigate the relative achievement of Anglo-American and Spanish-American students within socioeconomic levels in order to determine whether SES and biculturalism have an effect on educational achievement. Ss were 354 seventh graders (156 Anglos, 197 Spanish-American); each group was classified into three socioeconomic levels. Ss were administered the Stanford Achievement test, the Otis Quick-Scoring Mental Ability Test and a questionnaire. The groups and levels were compared for all variables. Analysis of the data indicated that: 1, socioeconomic status functions greatly in school achievement; 2, biculturalism does not itself function in school achievement, but in combination with SES it does become important; and 3, Anglo-Americans at the upper and middle socioeconomic levels did considerable better than Spanish-Americans at those levels, but at the lower SES level, they did just as poorly. Finally, there are recommendations for further research concerning the materials and methods used in teaching all students of the lower socioeconomic level. (DH)

208. Cobb, Albert F. Comparative Study of the Athletic Ability of Latin American and Anglo American Boys on a Junior High School Level. Unpublished Master's thesis, University of Texas. 1952.

209. Cohen, S. Alan. "Some Learning Disabilities of Socially Disadvantaged Puerto Rican and Negro Children." *Academic Therapy Quarterly*. Vol. 2 (Fall 1966). pp. 37-41, 52.

This paper describes some of the learning disabilities and patterns that are common in lower-class Puerto Rican and Black children. The author's work with slum children has convinced him that "cultural deprivation" includes many behaviors which can be seen in dyslexia, SLD and perceptual dysfunction. He suggests that schools stop labelling these children, begin to anticipate their difficulties and teach to the behaviors in the disability syndrome.

Ss were 1721 third graders (489 Puerto Ricans, 626 Blacks, and 489 Whites, Others). Data were obtained from Marianne Frostig's Developmental Test of Visual Perception, the Benton Visual Retention Test, the WISC, and observations. Ss had a higher incidence of perceptual dysfunction than test norms predict. According to this study, poor visual discrimination of letters, poor visual memory of unknown words, poor recognition of known words, and letter reversals (p-b-d-q) were common among these socially disadvantaged children. (DH)

210. Coole, Musgrave Ruth. *A Comparison of Anglo-American and Latin-American Girls in Grades V-VI with Reference to Their Vocational, Academic, and Recreational Preferences and Aversions*. Unpublished Master's thesis, University of Texas. 1937.

211. Cruz, Juan S. and George S. Richs. *Some Aspects of Puerto Rican Adaptation to Mainland U.S.A.* Chicago: Board of Education. 1967.

212. Delmet, D.T. "A Study of the Mental and Scholastic Abilities of Mexican Children in the Elementary School." *Journal of Juvenile Research*. Vol. 14 (January 1937). p. 31.

213. Deutsch, M. *Minority Group and Class Status as Related to Social and Personal Factors in School Achievement*. (Monograph #2). Ithaca, New York: The Society for Applied Anthropology. 1960.

214. Elam, Sophie E. "Acculturation and Learning Problems of Puerto Rican Children." *Teachers College Record*. Vol. 61 (February 1960). pp. 258-264.

________________ "Acculturation and Learning Problems of Puerto Rican Children." in J.K. Robert, ed. *School Children in the Urban Slums*. New York: Free Press. 1965.

Suggests the problem for Puerto Rican children is changing from rural peasant (tradition-oriented) culture to urban (other-directed) complex. "Adjustment to one negates the other," and rewards offered may not be as satisfying or easily adapted/integrated into the patterns of the home and other culture: "culture shock," inadequacy.

Discusses the language problem for the non-native; there is some mention of nonverbal communication and confusion that can result because certain expressive gestures may have different meanings in the different cultures. Also discusses the weaknesses of the American education system, teacher preparation and classroom procedures, materials and orientation. "Our training practices in education have dealt chiefly with the child who is native to our land and has no outstanding language problems... Most of our textbooks are written by middle-class professors for middle-class teachers of middle-class children."

Proposes the concept of "fundamental education to cover the whole of living; to teach not only new ways but the need and incentive for new ways." In discussing the adjustment problems of Puerto Rican children, Ms. Elan suggests that the family condition may have something to do with the child's difficulty in school: separation, instability, poverty, illness. She feels that the school may be the most important institution in bringing about the Puerto Ricans child's successful adjustment to the new culture. (DH)

215. Fennessey, James. An Exploratory Study of Non-English Speaking Homes and Academic Performance. Baltimore, Maryland: Research and Development Center for the Study of Social Organization of Schools and the Learning Process, Johns Hopkins University. 1967.
(ED 011 613)

This paper is a re-analysis of data concerning Puerto Rican schoolchildren in New York City collected as part of a larger United States Office of Education survey. The answers to the following questions were sought: 1, What relationships are present between the language spoken in the home and other aspects of ethnic background? and 2, What differences are present in vocabulary test scores of Puerto Rican children with varying home languages and at different grade levels? It was difficult to analyze the data because of the apparent error in response to several important interview questions. Two tentative conclusions are 1, language is not very closely linked to other attributes of Puerto Rican ethnicity and 2, "after taking into account some confounding background variables, there is little difference between Spanish-English homes and English-only homes on the average vocabulary test scores of the children, except at grade one." The author suggests further research to continue the re-analysis of the USOE study. (ECK)

216. "From Puerto Rico to Pennsylvania: Culture Shock in the Classroom." Pennsylvania Education. Vol. 2 (May-June 1971). pp. 22-29.

217. Garretson, O.K. "A Study of the Causes of Retardation Among Mexican Children in a Small School System in Arizona." Journal of Educational Psychology. Vol. 19 (January 1928). pp. 31-40.

218. Garth, Thomas R., and others. "Mental Fatigue of Mexican School Children." The Journal of Applied Psychology. Vol. 16 (December 1932). pp. 675-680.

219. Gordon, C. Wayne, and others. Educational Achievement and Aspirations of Mexican-American Youth in a Metropolitan Context. Occasional Report 36, Center for the Study of Evaluation. Los Angeles: University of California.. 1968.

220. Gross, Morris. Learning Readiness in Two Jewish Groups: A Study in "Cultural Deprivation". New York: Center for Urban Education. 1967. 45pp.
(ED 026 126)

Study findings suggest that implicit cultural factors, aspirations, and more affect children's school readiness, even when poverty and other disadvantages are absent.

Study involved 90 American born, middle class Jewish children, half of whom were Ashkenazic (of European descent) and half Sephardic (of Syrian descent). Families of both groups had been in the United States at least 25 years. Results showed that the Ashkenazic children, whose cultural background possibly supported academic achievement, were more prepared than the Sephardic children, whose training seemed to stress financial success. (RIE)

221. Guerra, Manuel H. "Education Chicano Children and Youths." Phi Delta Kappan. 53:5 (January 1972). pp. 313-314.

222. Halpern, Shelly. The Relationship between Ethnic Group Membership and Sex and Aspects of Vocational Choice of Pre-College Black and Puerto Rican High School Students. Ph.D. Dissertation, Fordham, University. 1972.
(Dissertation Abstracts International. Vol. 33 (1972). pp. 190A-191A.)

The purpose of this study was to examine the relationship between sex and ethnic group membership and aspects of vocational choice. The instruments used to measure the effects of these variables on the attitudes of the students were the Attitude Scale of the Vocational Development Inventory (VDI) and the

Vocational Aspiration Scale (VAS). The difference between vocational expectation and aspiration was measured by VAS discrepancy scores. Ss were 255 tenth graders from three high schools in New York City (82 Black males, 116 Black females, 33 Puerto Rican males, and 24 Puerto Rican females). All were enrolled in a pre-college program for minority youth, and were required to meet these criteria in order to participate: low socioeconomic status and academic underachievement with high potential.

Analysis of the data indicated that both sex and ethnic group membership are significant variables on vocational choice. Black students tended to score higher than Puerto Rican students and females tended to score higher than males. On the VAS, however, males tended to score higher than females. The author concludes with some suggestions for further research projects on vocational expectation and aspiration. (DH)

223. Halstead, David W. An Initial Survey of the Attitudinal Differences Between the Mothers of Over-Achieving and Under-Achieving Eleventh-Grade Puerto Rican Students. Unpublished Ph.D. Dissertation, Michigan State University. 1966. (Dissertation Abstracts. 27:12 (1967). pp. 4127A-4128A.)

The purpose of the study was to examine the differences in attitudes of mothers of over- and under-achieving students in Puerto Rico. The sample was made up of mothers of 11th graders from three geographical areas. These geographical areas were chosen because of the hypothesized present-orientation (traditional culture) found in the Rural areas, which changes over time to the combination traditional/modern of Other Urban areas, and then to the more modern, future-orientation of Urban San Juan residents. The women were selected for the study on the basis of the discrepancy between predicted and actual achievement of their children. Interviewers used the Parental Interview Questionnaire (PIQ) which was developed for this study. Results indicate that the Urban San Juan and Rural mothers of over-achieving daughters wanted their children to have a significantly greater amount of education than did mothers of under-achievers. More mothers of over-achievers than under-achievers of Rural and Other Urban areas encouraged their children to ask questions and play with other children. Most of the mothers believed that things would improve in the future and all mothers thought their children's progress in schools was above average. The author suggests that future researchers use a different stratification procedure for sampling, as his hypothesized shift in attitudinal patterns received little support in vact. (DH)

224. Hernández, Norma G. Variables Affecting Achievement of Middle School Mexican American Students. Texas University, El Paso. Washington, D.C.: Office of Education. August 1971. 81pp.
(ED 059 827)

Literature pertaining to research done on academic achievement of Mexican American students is reviewed in this paper. The literature deals with such variables as socioeconomic, physical, psychological, and cultural aspects; language factors; attitudes; language development; and environment. A 15-page discussion of recommendations for improving curriculum, instruction, and teacher education for educating the Mexican American is included. Also included is a bibliography containing over 200 relevant citations. (RIE)

225. Hobart, Charles W. "Underachievement among Minority Group Students." Phylon. Vol. 24 (1963). pp. 184-196.

The author presents a sociological analysis of the situation of minority group students in public schools. There are four conditions that seem to apply in all cases: 1, a damaged self-concept; 2, inadequate motivation; 3, a lack of awareness of employment opportunities and capabilities; and 4, resistance by peers and community to self advancement. Hobart notes that any one of these circumstances would severely arrest the child's development. Combined, they function to guarantee that the minority young person will finish school fitted only for unskilled or semi-skilled work. Hobart suggests that compensatory education programs be instituted to counteract whatever deficiencies in preparation which have accumulated during the student's previous years of schooling, and provide the individualized attention so badly needed to improve the student's self-evaluation. (DH)

226. Henderson, Ronald. Positive Effects of a Bicultural Pre-School Program on the Intellectual Performance of Mexican-American Children. 1969. 10pp.
(ED 028 827)

227. Hermenet, Argelia María Buitrago. Ethnic Identification of Puerto Rican Seventh Graders. Unpublished Ph.D. Dissertation, University of Massachusetts. 1971.
(Dissertation Abstracts International. Vol. 32 (1971-1972). pp. 4350-4351A.)

The project was designed to measure Puerto Rican ethnic identity. The sample consisted of seventh graders from Puerto Rico and Soringfield, Massachusetts in the following breakdown: 93 Puerto Ricans from Puerto Rico who had had no experience in the

United States; 12 Puerto Ricans tested in Puerto Rico who had had experience in the United States; 68 Puerto Ricans tested in Springfield with varying experience in the United States and Puerto Rico; 85 White, English-speaking Americans and 38 migrants from other countries (Italy and Portugal). The instrument was a questionnaire which consisted of nine items related to ethnic consistency. "The data showed that Puerto Rican seventh graders in general are undergoing psychological changes which are reflected in their view of themselves, their parents, and their expressed wishes for political, cultural and social alignments, whether with Puerto Rico and Puerto Ricans and the Hispanic American culture, or with the United States, the American and the English speaking culture." (ECK)

228. Jaramillo, Mari-Luci. Cultural Differences Revealed Through Language. NCRIEEO Tipsheet, Number 8. Columbia University, New York, New York, National Center for Research and Information on Equal Educational Opportunity. Washington, D.C.: Bureau of Elementary and Secondary Education (DHEW/OE). May 1972. 6pp.
(ED 066 522)

Biculturalism implies much more than bilingualism. Bilingualism has been defined in a variety of ways, but perhaps the most commonly accepted definition is varying degrees of understanding of two languages. But biculturalism implies knowing and being able to operate successfully in two cultures. This means knowing two modes of behavior, and knowing the beliefs, values, customs, and mores of two different groups of people. The language used at a particular time and place would have the referents in the culture the language represents. Teachers must accept these differences in students and start working to provide equal educational opportunity in the classrooms. One could capitalize on the language children bring to school. The students have already internalized the sound patterns of a language and their written work could be based on these sounds. If these sound patterns are Spanish, the instruction should be in Spanish. Simultaneously, with this instruction, the second language should be introduced systematically. (RIE)

229. Kandell, Alice S. Harlem Children's Stories: A Study of Expectations of Negro and Puerto Rican Boys in Two Reading-Level Groups. Unpublished Ph.D. Dissertation, Harvard University. 1967.
(Dissertation Abstracts. 28:6 (1967). p. 2338A.)

The purpose of the study was to investigate and compare the educational and life expectations of lower socioeconomic-status Black and Puerto Rican Harlem boys. Ss were 30 Puerto Rican boys and 30 Black boys; half of each group had scored in the high range on the Metropolitan Reading Test, and the other half had scored in the low range. Ss were administered a projective test combined with a direct questionnaire designed to elicit estimations of their capabilities and chances to achieve their goals. Content analysis of the Ss' stories and answers showed that the Black boys had significantly lower estimates of their abilities and much more negative life expectations than did the Puerto Rican boys. The stories of the Black respondents were characterized by overtones of resignation and apathy, while the Puerto Rican Ss expressed confidence in their eventual success, positive attitudes about their families and school, and a much more optimistic view of the environment. (DH)

230. Katz, David. The Effects of a Compensatory Educational Program on the Vocational Aspirations, Expectations, Self-Concept, and Achievement of Selected Groups of JHS Students. Ph.D. Dissertation, Washington State University. 1968. (Dissertations Abstracts. 1969. Vol. 29 (9-AO. p. 2963.)

This study was designed to investigate the effects of a compensatory educational program on the vocational aspirations, expectations, self-concepts and achievements of selected groups of ninth grade junior high school students in New York City. Ss were male, average in grade, at least two years below grade level in reading, and members of either Black or Puerto Rican minorities. All students in the experimental group were in a Career Guidance program. Students in the control group were matched for characteristics equivalent to those of the experimental group, except that they were either 1, in the same school as the Ss but not taking part in the Career Guidance program, or 2, in schools which did not have the compensatory program. The instruments used by the investigators were a personal adequacy scale based on the Whittaker Scale, a modification of Hambruger's Life Planning Questionnaire, and the Metropolitan Achievement Test. All Ss were administered the tests and questionnaire on two different occasions, at the beginning and end of the school year. Results of the statistical analysis indicated that the Career Guidance program had no significant positive effects on the variables under consideration. In fact the effects that did occur were contrary to the goals of the program. In the experimental group congruency between aspiration and expectation was reduced, rather than facilitated, while the control groups showed a significant increase over the same period of time. Black students gained significantly more than the Puerto Rican students in reading achievement, but the control group gained more in reading than the experimental group overall. (DH)

231. Leach, John Nathaniel. Cultural Factors Affecting the Adjustment of Puerto Rican Children to Schooling in Hartford Connecticut. Unpublished Ph.D. Dissertation, The University of Connecticut. 1971. (Dissertation Abstracts International. Vol. 32 (1971-1972). p. 2308A.)

This study was designed to identify differences between migrant students originally from the coastal sugar plantations of Puerto Rico and those originally from the tobacco-growing hill areas of the island in the following school-related areas: 1, language usage; 2, social practices and conventions; 3, attitudes toward legal authority; and 4, attitudes toward literary pursuits. Ss were students from the above-mentioned areas of Puerto Rico who attended Hartford Public High School. The investigator reached the following conclusions: 1. No significant difference was found between students from the coastal areas and students from the hill areas in English, mathematics, social studies achievement, and quality point average; and 2. No significant difference was found between the two groups in attendance, school violations, and tardiness. (ECK)

232. Lopategui, Miguelina Nazario de. Needs and Problems of Puerto Rican High School Students Related to N Variables. Unpublished Ph.D. Dissertation, Purdue University. 1957.

233. Lowry, Sarah J. A Comparison of Certain Physical Abilities of Anglo and Latin American Fifth and Sixth Grade Girls. Unpublished Master's thesis, University of Texas. 1952.

234. Lucas, Isidro. Puerto Rican Dropouts in Chicago: Numbers and Motivations. Chicago: Council on Urban Education (sponsored by USOE). 1971. 101pp. (ED 053 235)

Dropout rate was found to be 71.2% for pupils who had received a substantial portion of their education on the continent. Those remaining in school showed problems of self-concept caused by discrimination, difficulty in relating to parents, and a progressive strangement of pupil from school. Schools did little to improve this image. Students' commitment to study and future aspirations decreased the longer they stayed in school. Knowledge of English was greater among dropouts than among seniors staying in school; these seniors knew more Spanish than dropouts. Study revealed that inclusion of Puerto Rican studies courses and presence of Puerto Rican teachers helped reduce the dropout rate substantially. (RIE)

235. Madeira, Eugene L. The Puerto Rican Involvement in Educational Opportunity Fund Programs for the Disadvantaged. New Jersey: Glassboro State College. (Social Science Seminar Thesis). 1970. 91pp.
(ED 056 147)

The purpose of this study was to analyze Puerto Rican response to the opportunities for higher education and to survey the prospects of recruiting more Puerto Ricans in "Educational Opportunity Fund Programs." Camden, New Jersey, was chosen as a representative medium-sized city with a Puerto Rican community. (RIE)

236. Mercer, Jane R. Sociocultural Factors in the Education Evaluation of Black and Chicano Children. Paper presented at the 10th Annual Conference on Civil Rights Educators and Students, NEA, Washington, D.C. February 18-20, 1972. 16pp. Sacramento: California State Department of Mental Hygiene. Bureau of Research. Sacramento: California State Department of Education, Office of Compensatory Education. Bethesda, Maryland: National Institute of Mental Health.
(ED 060 462)

In a recent study the mothers of 268 children who were in classes for educable mentally retarded in two public school districts in Southern California were interviewed. The responses of some of these mothers dramatize three issues: 1, biases in the assessment procedures used to label children as mentally retarded; 2, the stigmatization associated with special class placement; and 3, inadequate programming. Disproportionally large numbers of black and Chicano children are labeled as mentally retarded by the public schools. Public schools rely more on IQ test scores than any other community agency. The schools label more persons as mentally retarded, share their labels with more other organizations, and label more persons with IQ's above 70 and with no physical disabilities than any other formal organizations in the community. Proportionately more low status persons and persons from minority ethnic groups were defined as comprehensively retarded as the cutoff level for sub-normality was raised. Stigmatization was a major concern of parents interviewed. Of a group of 108 children followed for several years and classified as retarded, only one in five ever returned to the regular class. Thus, many parents were justified in seeing the program as a "sentence of death." (RIE)

237. Miller, Henry. "New York City's Puerto Rican Pupils: A Problem of Acculturation." School and Society. 76:1967 (August 30, 1952). pp. 129-132.

238. Mingione, Ann D. "Need for Achievement in Negro, White, and Puerto Rican Children." Journal of Consulting and Clinical Psychology. 31:1 (1968). pp. 94-95.

Compared the need for achievement of Negro, White, and Puerto Rican fifth and seventh graders in low socioeconomic areas of a large New England city. The need-for-achievement test consisted of six topic sentences about which the subjects wrote stories. F tests of the need-for-achievement scores revealed no significant differences. These results contrast with the author's previous study in which White children had higher need-for-achievement scores than Negro children and seventh graders scored higher than fifth graders. There were more words per story, greater variety of story themes, and more stories concerning females written by both boys and girls than in the previous study, when the stories were written in response to drawings of people. School grades and group intelligence test scores did not correlate with the need-for-achievement scores in this study. (PASAR)

239. Nuttal, Ronald L. Do the Factors Affecting Academic Achievement Differ by the Socio-Economic Status or Sex of the Student? A Puerto Rican Secondary School Sample. Final Report. Boston College, Chestnut Hill, Massachusetts. Institute of Human Sciences. Washington, D.C.: National Center for Educational Research and Development (DHEW/OE). June 1972. 110pp.
(ED 064 465)

Variables expected to be associated with academic achievement were examined in a sample (generally exceeding 2500) from eight secondary schools in Baymon Norte, Puerto Rico. Concern was whether variables associated with academic achievement differed by sex or by socioeconomic status (SES). Multivariate analyses of variance with three factors of achievement, sex, and SES were made. High achievers tended to have accepting mothers, parents low on Hostile Psychological Control, and low on autonomy; and were more geographically mobile, had fewer siblings, were more intelligent, obedient, conscientious, artistic, group-minded, placid, self-disciplined, responsible, anxious (preocupado), mature, and less excitable. High achieving girls were less authoritarian, dogmatic, and test anxious, and gave fewer false but socially desirable responses. Students whose academic achievements were consistent with their SES were more assertive, less bragging, happier, and more esthetically sensitive than those whose achievement were discrepant with their SES. Self concepts were higher for achievers, especially for low SES students in junior high schools, and for all students in high schools. Low achievers, especially boys, disliked school. High achieving boys and low achieving girls were more self sufficient, while low achieving boys and high achieving girls were more group dependent. (RIE)

240. Nuttall, Ronald L., and others. Family Background, Parent-Child Relationships and Academic Achievement Among Puerto Rican Junior and Senior High School Students. Report #4: Study of Factors Affecting Student Achievement. Boston: Boston College. Massachusetts Institute of Human Sciences. 1969. 11pp.
(ED 043 698)

The reliability, validity, and relationships of a Spanish language adaptation of Schaefer's Child's Report of Parental Behavior Inventory (CRPBI) was examined. It was found the CRPBI had reliabilities averaging .78 and factor analysis indicated a 3 factor structure similar to Schaefer's previous work. Background variables, especially socioeconomic status (SES) were related to the CRPBI factors. Generally, higher SES went with higher acceptance and lower hostile psychological control. Children from large families were less accepted. The CRPBI factors predicted grades, especially among junior high school males. Background factors predicted college plans. (RIE)

241. Paschal, Franklin C. and Louis R. Sullivan. "Racial Influences in the Mental and Physical Development of Mexican Children." Comparative Psychology Monographs. Vol. 3. 76pp.

242. Pintner, R. and G. Arsenian. "The Relation of Bilingualism to Verbal Intelligence and to School Adjustment." Journal of Educational Research. Vol. 31 (1937). pp. 255-263.

243. Posner, Carmen Alberta. Some Effects of Genetic and Cultural Variables on Self Evaluations of Children. Unpublished Ph.D. Dissertation, Illinois Institute of Technology. 1969. (Dissertation Abstracts. 29:12 (1969). pp. 4833B-4834B)

The purpose of the investigation was to study the effects of socio-economic status (SES), ethnic affiliation, intelligence and sex on the self-perceptions of children. Ss were 300 first graders; ethnic groups included Black, White, and Puerto Rican children born on the mainland. The socio-economic groupings consisted of lower and upper-middle-class levels. Only the Puerto Rican sample was limited to children of lower SES (no Puerto Rican children of upper-middle-class status could be found). Within the ethnic affiliation and SES children were selected on three levels of intellectual ability: below average, average, and superior (based on their performance on the California Short Form Test of Mental Maturity, Level I). Two measures of self-perception were administered: The Illinois Index of Self-Derogation (IISD) and four different sets of a paper and pencil form of the Farnham-Diggory Children Self-Evaluation Scale (SE).

Results indicate that positive self-evaluations are directly related to healthy personality development: children who rate themselves lower perceive their parents rating them low; children of low SES and below average intelligence rate themselves consistently lower than their middle-class and intellectually superior peers; Black children have significantly more negative self-images than their White peers; the self-discrepancy of the Puerto Rican children does not differ significantly from either White or Black children. The need for preventive action to neutralize the biological, psychological and social pathogenic factors which so determind the developing child's self-perception is immense, obviously. The author suggests that action be taken on the community level, not limited to work with individual children. (DH)

244. Ramírez, Manuel, III. "Social Responsibilities and Failure in Psychology: The Case of the Mexican-American." Journal of Clinical Child Psychology. Vol. 1 (1972). pp. 5-8.

255. Sabatino, David A., and others. "Perceptual, Language and Academic Achievement of English, Spanish and Navajo Speaking Children Referred for Special Classes." Journal of School Psychology. Vol. 10 (March 1972). pp. 39-46.
(EC 04 164)

The purpose of this study was to determine the perceptual language and academic achievement functions of English, Spanish, and Navajo children experiencing learning difficulties and referred for placement into special education classes. Those test variables which discriminated among the native English-speaking children and the children who spoke Spanish or Navajo natively were, as predicted, those tasks which involved knowledge of the linguistic rules of English. It would seem that, taken as a group, the school learning problems experienced by the native Spanish- or Navajo-speaking children were the result of their limited linguistic competence in English, the language of instruction in their classrooms. (EC)

256. Sánchez, George I. "Group Differences and Spanish-Speaking Children. A Critical Review." Journal of Applied Psychology. Vol. 16 (October 1932). pp. 549-558.

257. Seda-Bonilla, Eduardo. "Cultural Pluralism and the Education of Puerto Rican Youths." Phi Delta Kappan. 53.5 (January 1972). pp. 294-296.

258. Seda-Bonilla, Eduardo. "Ethnic Studies and Cultural Pluralism." The Rican. No. 1 (Fall 1971). pp. 56-65.

259. Sofietti, James P. "Bilingualism and Biculturalism." Journal of Educational Psychology. Vol. 46 (1955). pp. 222-227.

This paper recognizes that biculturalism, both verbal (language) and non-verbal (attitudes and everyday habits), is part of bilingualism. It distinguishes four kinds of situations: 1, bilingual-bicultural i.e. the child of immigrant parents who continue to speak their native language and retain traditional customs and values; 2, bicultural-monolingual i.e. the child of immigrant parents who give up their native language but continue native customs; 3, mono-cultural-bilingual i.e. a child who grows up in only one culture but who learns a second language either at home or in school; and 4, monocultural-monolingual, the most common situation in the United States. The author notes that most studies which attribute learning difficulties to bilingualism should look to the bicultural aspects of the situation to determine the causes. It is not necessarily knowing two languages that causes problems; it may be that living in two cultures causes the conflict. (ECK)

260. Steubner, Josephine. "Racial Differences in Reading Achievement." Texas Outlook. Vol. 24 (January 1940). p. 32.

261. Tireman, L.S. "School Problems Created by the Homes of Foreign-Speaking Children." California Journal of Elementary Education. Vol. 8 (May 1940). pp. 234-238.

262. Walsh, P. "Dick and Jane on the Navajo Reservation." Journal of Continuing Education and Training. Vol. 1, no. 4 (May 1972). pp. 267-276.
(EJ 058 636)

Discusses the Bureau of Indian Affairs' failure to recognize cultural differences in terms of the Bureau's unwillingness to utilize a more acceptable philosophy of education with culturally different children. (CIJE)

263. Zirkel, Perry Alan and John F. Grene. The Academic Achievement of Spanish-Speaking First Graders in Connecticut. Connecticut State Department of Education, Bureau of Compensatory and Community Educational Services. April 1971. 8pp.
(ED 054 275)

Study sought to demonstrate that deficiencies shown by Puerto Rican children in verbal ability and academic achievement might not exist if initial instruction and testing were in Spanish. The Inter-American Test of General Ability was administered by the same examiner first in Spanish, then in English. The Puerto Rican first graders scored significantly lower on the English forms than all ethnic groups, including Puerto Ricans, in Coleman's study on the subtest of verbal ability; however, on the non-verbal ability subtest, the Puerto Ricans scored significantly higher than all groups in the Coleman study. The Ss scored much higher on the Spanish form than on the English form. (RIE)

264. Zirkel, Perry Alan. Puerto Rican Perents and Mainland Schools.
Hartford, Connecticut: Hartford Nodel Cities. November
1971. 98pp.
(ED 062 473)

This study constitutes the promised product of an institute on "Puerto Rican Pupils in Mainland Schools," sponsored by the Educational Leadership Institute and the University of Hartford during the summer of 1971. The stated purposes of the Institute were: 1, to stimulate communications and understanding between school and community representatives toward the improvement of the educational opportunities of Puerto Rican pupils in mainland schools; 2, to develop a data base concerning cultural and linguistic factors in the home environment that may be significant toward that end; and 3, to examine and interpret such data in terms of present and potential school programs and practices.

The Institute focused on facilitating the relationship between the home and school environment of Puerto Rican pupils in Hartford as a possible model for other mainland school systems. The formal program of the Institute was concentrated in the week of June 28-July 2. The morning sessions provided the opportunity to interact with several resource people in small group discussions. The afternoon sessions were devoted to conducting structured interviews in the homes of a cross-section of Puerto Rican families who had children in the Hartford schools. The duration of the summer was used for further research and the final writing of the independent individual reports, each culminating in recommendations for improving the educational opportunities of these children in the Hartford schools. (RIE)

C. The Bilingual/Bicultural Child and the Question of Intelligence

265. Altus, G.T. "WISC Patterns of a Selective Sample of Bilingual School Children." Journal of Genetic Psychology. Vol. 83 (1953). pp. 241-248.

The purpose of the study was to compare intelligence patterns of "dull-minded" bilingual children of Mexican descent with "dull-minded" English-speaking unilinguals. Ss were matched for age, sex, and performance IQ, and the author suggests that future investigators control such factors as socioeconomic level and parental education as well. Ss in both groups were administered the Wechsler Intelligence Scale for Children. Results showed that the unilingual children averaged 17 points better on the Verbal Scale, a highly significant difference. A unique subtest pattern emerged for the bilinguals, and it was thought that this might be of value in the diagnosis of pshychometric retardation of bilingual of Mexican descent. The retardation is a linguistic one, but perhaps there is some evidence here of the handicapping influences of bilingualism for this group. On the Performance Scale, however, there was only one subtest which showed a significant difference between bilingual and unilingual children; this was the Picture Completion subtest, and it usually calls for a spoken answer. The author suggests that the retardation reflected in the verbal score could probably be alleviated if the children had been trained from birth in only one language, but notes that no generalizations could be made because this study involved only a small sample. It does seem reasonable to suppose that verbal-performance discrepancies might exist at any level of intelligence. (DH)

266. Anastasi, Anne. "Culture-Fair Testing." Educational Horizons. 43 (Fall 1964). pp. 26-30.

267. Anastasi, Anne and Fernando A. Córdova. "Some Effects of Bilingualism Upon the Intelligence Performance of Puerto Rican Children in New York City." Journal of Educational Psychology. 44:1 (January 1953). pp. 1-17.

The Cattell Culture Free Intelligence Test was administered to Puerto Rican children in grades 6-8 in Spanish Harlem. Half the group received test instructions in English during the first testing session (Form A) and in Spanish during the second session (Form B); the order was reversed for the second group. The most conspicuous finding was the marked improvement from first to second testing session, regardless of language. Over-all performance of group fell below test norms reported by Cattell. Reasons included low socio-economic level, bilingualism which makes them deficient in both languages, extreme lack of test sophistication and poor emotional adjustment to school situation. Maladjustment appears to have arisen from children's severe language handicap during initial school experiences. (author)

268. Anastasi, Anne and Cruz de Jesús. "Language Development and Non-Verbal IQ of Puerto Rican Preschool Children in New York City." Journal of Abnormal and Social Psychology. Vol. 48 (1953). pp. 357-366.

Three previous psychological studies of Puerto Rican children in New York City suggest that Puerto Rican children will do poorly on language tests whether the tests are administered in Spanish or English. Their performance on nonlanguage tests, however, generally seemed to equal or excell the American norms. The authors' hypotheses: 1, that the confusion of the two languages has made many Puerto Ricans "illiterate in two language", and has increased their educational difficulties; and 2, that the Puerto Rican child's attitude toward school is related to the first hypothesis, "that his initial school experience of being thrust into an exclusively English speaking environment at a time when he knows almost no English...produces a psychological insulation to whatever goes on in school," made it necessary to study the performance of Puerto Rican preschool children on both linguistic and nonlinguistic measures. In this way any evidence of the illiteracy in both languages or hostility or passive attitudes toward school could not be associated with negative reactions to the school environment.

Ss were 25 Puerto Rican boys and 25 Puerto Rican boys from day care centers in Spanish Harlem; all Ss were within six months of their fifth birthdays. The language test was recorded in the language spontaneously used by the child. Spanish was used almost completely, however, with only about 2% of the words and less than 1% of the sentences in English. When comparisons were made between the performance of the Puerto Ricans in this study and the Black and White subjects from an earlier study in which one of the authors participated, it was found that the Puerto Rican children did not differ significantly from any other group in Draw-a-Man IQ and that they excelled both Black and White groups in mean sentence length and in maturity of sentence structure. The authors suggest that the home environment of Puerto Rican children may be an important factor in their superior linguistic development. The findings of the present study indicate that the Puerto Rican pre-school children were not inferior to the White American norms, and seem to support the authors' hypotheses about the school environment. (DH)

269. Armstrong, C.P., and others. Reactions of Puerto Rican Children in New York City to Psychological Tests. Rep. Special Committee on Immigration and Naturalization, New York State Chamber of Commerce. 1935. 9pp.

270. Arnold, R.D. "Reliability of Test Scores for the Young 'Bilingual' Disadvantaged." Reading Teacher. Vol. 22 (1969). pp. 341-345.

This paper examines the results produced when tests whose norms were established on a middle class Anglo population were administered to minority students. Ss were over 200 Mexican-American third graders in various schools in San Antonio, Texas. The tests were the Metropolitan Achievement Tests, the Inter-American Reading Tests (parallel tests in Spanish and English) and the IPAT Culture Fair Test. Answers were sought for the following questions: 1, What will happen to the reliability of a test standardized on middle class Anglo-Americans if it is given to disadvantaged bilingual students? and 2, How does the reliability of a standardized test compare to that of a test designed specifically for a bilingual population? Results showed that the Inter-American English Test of Reading and the Metropolitan Achievement Tests were quite reliable for the group studied as long as tests of the proper difficulty were administered. (ECK)

271. Arsenian, Seth. Bilingualism and Mental Development. New York: Teachers College, Columbia University. 1937.

272. Atkinson, Rosa M. The Educational Retardation of the Spanish-Speaking Child and Recommendations for Remediation. Unpublished Master's thesis, University of Texas. 1953.

273. Bilingual Testing and Assessment, Proceedings of Bay Area Bilingual Education League (BABEL) Workshop and Preliminary Findings. Multilingual Assessment Program (Berkeley, California, January 27-28, 1969. B.A.B.E.L. Berkely, California. Multilingual Assessment Program, Stocton, California (ED 065 225)

The results and proceedings of the first annual Bilingual/Bicultural Testing and Assessment Workshop are presented. Approximately 150 bilingual psychologists and evaluators, educators working in bilingual-bicultural programs, and community representatives from California and Texas attended. Evaluations were made and the summaries are included of eight tests used extensively in bilingual programs: the Wechsler Intelligence Scale for Children, the Comprehensive Tests of Basic Skills, the Cooperative Primary, the Lorge-Thorndike, the Interamerican Series--General Ability, the Culture Fair Intelligence Test, the Michigan Oral Production Test and the Peabody Vocabulary Test. Also included in this publication are 1, and overview of the problem of assessment and evaluation in bilingual education, 2, a professional critique of the Inter-American series by Dr. Barbara Havassy; 3, a brief description of a Criterion Referenced System developed by Eduardo Apodaca; and 4, an article by Dr. Edward A. DeAvila discussing some of the complexities involved in testing and assessment of bilingual/bicultural children. (RIE)

274. Bordie, J.G. "Language Tests and Linguistically Different Learners: the Sad State of the Art." Elementary English. Vol. 47 (1970). pp. 814-828.
(ED 062 891)

Many schools use standardized language tests for both placement and diagnostic devices, yet there is question as to their validity. The paper discusses these questions: 1, To what extent are current measures useful for identifying the characteristics of linguistically different learners?; 2, Are they helpful in planning instructional strategies?; 3, How can the learning potentialities of linguistically different learners be measured?; and 4, What are the high priority test needs? The author notes that most programs he surveyed used tests designed for specific research projects and that the confusion in the goals of language, language learning, and curriculum design must be clarified before test findings may be used with the same meaning in each are. (ECK)

275. Bransford, L.A. A Comparative Investigation of Verbal and Performance Intelligence Measures at Different Age Levels with Bilingual Spanish-Speaking Children in Special Classes for the Mentally Retarded. Unpublished Ph.D. Dissertation, Colorado State College. 1966.
(Dissertation Abstracts. Vol. 27 (1967). p. 2267A.)

This study was designed to investigate the performance of Spanish-speaking bilingual children in special classes for the mentally retarded on the Wechsler Intelligence Scale for Children. Ss were 60 Spanish-speaking bilinguals from Santa Fe, New Mexico; they were compared with 34 non-bilingual English-speaking children also attending special classes in Greeley, Colorado and from the same socioeconomic background. Conclusions were as follows: 1, Spanish-speaking bilinguals scored significantly higher on the WISC Performance Scale than on the Verbal Scale when compared to English-speaking children from similar socioeconomic backgrounds; 2, the difference between Verbal and Performance scores of the bilinguals tended to increase as age increased; this was not found to be true for the control group; and 3, the disparity between Verbal and Performance scores is greater for older than for younger ages; this difference was not found for the control group. (ECK)

276. Carlson, H.B. and N. Henderson. "Intelligence of American Children of Mexican Parentage." Journal of Abnormal and Social Psychology. Vol. 45 (July 1950). pp. 544-551.

277. Cebollero, P.A. Reactions of Puerto Rican Children in New York City to Psychological Tests. An Analysis of the Study by Armstrong, Achilles, and Sacks of the Same Name. San Juan, Puerto Rico: The Puerto Rico School Review. 1936. 11pp.

278. Christiansen, T. and G.A. Livermore. "A Comparison of Anglo-American and Spanish-American Children and the WISC." Journal of Social Psychology. Vol. 81 (1970). pp. 9-14.

This study compared the performance of lower and middle class Anglo-American with lower and middle class Spanish-American children on the Wechsler Intelligence Scale for Children. The following were compared: 1, the Full Scale IQ score; 2, the Verbal IQ Scores; 3, the Performance Scale IQ Scores; 4, the intellective factors of Verbal Comprehension, Freedom from Distractability, Perceptual Organization and Relevance. Ss were 92 Spanish and Anglo American children from 13-14 years old attending regular public school classes. Social class was determined by father's occupation; ethnic group was determined by a child's having both or no parents with Spanish surnames. Test conditions were as close as possible to those recommended in the WISC manual, and all testers were trained. A 2 x 2 analysis of variance was computed for each of the measures examined in this study. Results showed that general intelligence and the development of verbal abilities are related to ethnic origin and social class. Nonverbal abilities, perceptual organization ability and the ability to concentrate on a task were found to relate only to social class. (ECK)

279. Cook, J.M. and G. Arthur. "Intelligence Ratings for 97 Mexican-American Children in St. Paul, Minnesota." Exceptional Children. Vol. 18 (1952). pp. 14-15, 31.

280. Cooper, J.G. "Predicting School Achievement for Bilingual Pupils." Journal of Educational Psychology. Vol. 49 (1958). pp. 31-36.

281. Córdova, F.A. A Comparison of the Performance of a Bilingual Group on a "Culture Free" Test Administered in English and in Spanish. Unpublished M.A. thesis, Fordham University, 1951.

282. Corwin, Betty. "The Influence of Culture and Language on Performance of Individual Ability Tests." Unpublished, duplicated paper. San Fernando Valley State College, California. 1961.

283. Darcy, Natilie T. "Bilingualism and the Measure of Intelligence: Review of a Decade of Research." Journal of Genetic Psychology. Vol. 103 (1963). pp. 259-282.

This review of the research conducted in the field of bilingualism and the measurement of intelligence is divided into several problems in dealing with bilingualism, such as differing definitions of the term, the type of test used, the difficulty in isolating linguistic from other environmental factors, etc. Section three summarizes studies done on Spanish-English bilinguals. The fourth deals with Welsh-English bilinguals in Wales. Section five discusses studies made of other bilingual groups. Section six is a general summary and the last section lists some conclusions. (ECK)

284. Darcy, Natalie T. "The Effect of Bilingualism Upon the Measurement of the Intelligence of Children of Preschool Age." Journal of Educational Psychology. 37:1 (January 1946). pp. 21-44.

Study designed to determine to what extent a non-verbal test of intelligence, such as the Atkins Object-fitting Test, can be employed as a substitute for a verbal test of intelligence, such as the Stanford-Binet Scale. Results showed performance of bilingual subjects to be significantly inferior to that of monolingual subjects on Stanford-Binet Scale, but significantly superior to performance of monolingual subjects on the Atkins Test. It was the general conclusion that the bilingual subjects of this investigation (all Italian/English bilinguals) suffered from a language handicap in their performance on the Stanford-Binet Scale. (JH)

285. Darcy, Natalie T. "The Performance of Bilingual Puerto Rican Children on Verbal and Non-Language Tests of Intelligence." Journal of Educational Research. 45:7 (March 1952). pp. 499-506.

Study involved 235 bilingual children of Puerto Rican parentage who were studying in grades five and six in New York City public schools. Two group intelligence tests were administered: 1, the Pintner General Ability, Verbal Series, Intermediate Test, Form B; and 2, the Pintner General Ability Test, Non-Language Series, Form K. As expected, results showed that the bilingual subjects scored significantly higher on the non-language test. The author suggests that the administration of both verbal and non-verbal intelligence tests will yield a more valid picture of the intelligence of a bilingual population than either kind alone. (JH)

286. De Jesús, C. A Study of Language Development and Goodenough IQ of Puerto Rican Preschool Children in New York City. Unpublished M.A. thesis, Fordham University. 1952.

287. Deutsch, M. Minority Group and Class Status as Related to Social and Personal Factors in School Achievement. (Monograph #2). Ithaca, New York: The Society for Applied Anthropology. 1960.

288. Droege, Robert G. Alternatives to a Moratorium on Testing. Paper presented at American Personnel and Guidance Convention, Atlantic City, New Jersey (April 1971). 14pp. (ED 053 199)

The alternative suggested is comprised of three elements: 1, working toward changes in attitudes of people and institutions to directly attack discriminatory applications of tests; 2, emphasizing test validation and development of new test instruments oriented to the needs of disadvantaged applicants; and 3, eliminating discriminatory selection procedures as stated in Title VII of the Civil Rights Act. (RIE)

289. Dunklin, L.D. A Study of the Intelligence of Some Recent Puerto Rican Immigrant Children in a First Grade in a New York City School. Unpublished M.A. thesis, Teachers College, Columbia University. 1935.

290. Dyer, Henry S. Issues in Testing. 1969. 13pp. (ED 053 164)

Certain concepts that are sometimes confused in discussions on testing socially disadvantaged children are clarified and a history of testing, beginning with Binet, is presented. Finally, five programs for the disadvantaged are considered. (RIE)

291. Finch, F.L. Vamos. To Develop a Bilingual Examination. Paper presented to 5th Annual TESOL Convention, New Orleans, Louisiana, March 6, 1971.

292. Fishman, Joshua. "Bilingualism, Intelligence and Language Learning." Modern Language Journal. Vol. 49 (1965). pp. 227-237.

This paper examines the relationship between bilingualism, intelligence and learning. Bilingualism is discussed from the viewpoints of several investigators, and as a social-psychological concept, subject to variance. Variance in language use is explained in these terms: media variance, role variance, and situational variance. Language use relates to the situation and role relationship of the persons. It is important to understand the concepts of switching, interference, and "domain" when speaking of the bilingual person.

The author concludes that there is no substantial relationship between bilingualism and intelligence where everyone is of a similar class and similar bilinguality. A person from a culturally deprived environment, whether mono or bilingual, will score lower on tests of verbal ability and on conceptual tests. In an atmosphere in which bilingualism is accepted and considered prestigious, the bilingual person appears to be superior to the monolingual individual. (DH)

293. Fishman, Joshua, and others. "Guidelines for Testing Minority Group Children." Journal of Social Issues. Vol. 20 (1964). pp. 129-145.

The author discusses the use of educational and psychological tests with respect to socially and culturally disadvantaged children. The three main problems created by standardized tests are 1, that they may not provide reliable differentiation in the range of scores; 2, their predictive validity for minority group children may be very different from their predictive validity for the standardization and validation groups; and 3, the validity of their interpretation depends, to a large extent, upon the interpreter's understanding of the social and cultural background of the minority group in question. Fishman notes that the reliability and predictive validity of standardized tests can not be arrived at by simple comparison of the norms and differentiation in the range of scores of the minority children and the standardization children. It is the examiner's responsibility to assess both the nature and composition of the samples and the test itself. In conclusion, the author appeals to the "conscientious educator" to reject the notion that test scores indicate fixed levels of performance or potential, and to plan compensatory programs in order to free the disadvantaged child from his handicap. (DH)

294. Fishman, J.A. and P.I. Clifford. "What Can Mass-Testing Programs Do For-and To- the Pursuit of Excellence in American Education?" Harvard Educational Review. Vol. 34 (1964). pp. 63-79.

295. Fishman, Joshua and Robert Cooper. "Alternative Measures of Bilingualism." Journal of Verbal Learning and Verbal Behavior. Vol. 8 (1969). pp. 276-282.

296. Fitch. M.J. Verbal and Performance Test Scores of Bilingual Children. Unpublished Ph.D. Dissertation, Ohio State University. 1969.
(Dissertation Abstracts. Vol. 27 (1966). pp. 1654A-1655A.)

The purpose of the study was to investigate the effects of increased exposure to the English language on verbal and non-verbal of intelligence in bilingual children. Ss were 25 first and second grade bilinguals and 25 fifth and sixth grade bilinguals; the two age groups were matched according to sex, socioeconomic status and IQ. The Ss were administered the Ravens Colored Matrices test and the WISC. The younger children were expected to have some difficulty with the verbal exam, since they did not have a "clearly dominant language" to communicate concepts; the author also expected that the increased exposure to English would increase the bilinguals' facility with English, and that the verbal and non-verbal measures would correlate better at the older grade level. However, the verbal and non-verbal measures correlated higher at the first and second grade level. Verbal scores did approach non-verbal scores of intelligence as the bilinguals became more proficient in English; and all five subtests influenced by language showed improvement in the upper grade Ss. (DH)

297. Galvan, Robert Rogers. Bilingualism as it Relates to Intelligence Scores and School Achievement among Culturally Deprived Spanish-American Children. Ph.D. Dissertation, East Texas State University. 1967.
(Dissertation Abstracts. Vol. 28 (1968). pp. 3021A-3022A.)

This study was designed to investigate the relationship between intelligence test scores and scholastic achievement as they relate to bilingualism among "culturally deprived" children of Spanish-American heritage. Ss were 100 Spanish-American children from the third, fourth and fifth grades of a Dallas elementary school. Ss were administered the Wechsler Intelligence Scale for Children (WISC) in both English and Spanish. It was expected that the Ss would score lower when the WISC was administered in English than when it was administered in Spanish; this was found to be true. The verbal section had a greater increase in points than the non-verbal section. The author suggests that some other measure of intelligence be developed for use with bilingual children. The results here clearly point out the inadequacy of using verbal tests of intelligence when testing bilinguals. (DH)

298. García, Angela B. and Barry J. Zimmerman. "The Effect of Examiner Ethnicity and Language on the Performance of Bilingual Mexican American First Graders." Journal of Social Psychology. Vol. 87, no. 1 (June 1972). p. 3-11.
(EJ 058 795)

299. Green, Donald Ross. Biased Tests. CTB/McGraw Hill. 1971. 10pp.
(ED 054 208)

This paper is concerned with the accusations made by such groups as the Association of Black Psychologists in their call for a moratorium on testing because standardized tests are biased. A biased test is one that measures one trait in one group but a different trait in a second group. Evidence about the amount of bias in tests is thin. Bias must be determined by research on each instrument. A commitment to such research is in order. If bias is found, reasonable courses of action include test revision, alteration in interpretation, and discontinuance of testing. (RIE)

300. Green, Donald Ross. Racial and Ethnic Bias in Test Construction. Final Report. Monterey, California: CTB/McGraw Hill. Washington, D.C.: Office of Education. September 1971. 104pp.
(ED 056 090)

To determine if tryout samples typically used for item selection contribute to test bias against minority groups, item analyses were made of the California Achievement Tests using seven sub-groups of the standardization sample. The best half of the items in each test were selected for each group. Typically about 30% of the items in the upper half of the distribution of item-test correlations for a group on a test did not meet this criterion with another group. By this criterion minority groups were relatively similar as were the three suburban groups. The resulting unique item tests did not correlate well with each other. Scores of minority groups were relatively better on the selected items. Thus, standard item selection procedures produce tests best suited to groups like the majority of the tryout sample and are therefore biased against other groups to some degree. This degree varies. Ways to minimize this bias need to be developed. (RIE)

301. Hernández, J.L. Testing, Guidance and Culture: Their Theoretical and Practical Interaction. Unpublished paper prepared at Interamerican University, San German, Puerto Rico. October 1969.

302. Hertzig, M.E. and H.G. Birch. "Longitudinal Course of Measured Intelligence in Preschool Children of Different Social and Ethnic Backgrounds." American Journal of Ortho-psychiatry. Vol. 41 (April 1971). pp. 416-426.

Examined the longitudinal course of measured intelligence (using the Stanford-Binet Intelligence Scale, Form L) in White middle-class and Puerto Rican working-class children at 3 and 6 years of age. Sixty Puerto Rican and 116 White Ss were examined at 3 years while 56 Puerto Rican and 110 of the White Ss were reexamined at 6 years of age. Findings suggest that stability in IQ over this time was characteristic of both groups, with greater stability manifested by Puerto Rican than by White Ss. No evidence for deterioration of IQ with age in the disadvantaged group was found. Data are considered in relation to the problems of the stability of IQ and its utility in the assessment of the effects of compensatory education programs. (DH)

303. Hoffman, M.L. and C. Albizu-Mironda. "Middle Class Bias in Personality Testing." Journal of Abnormal and Social Psychology. 1955. pp. 150-152.

304. Johnson, G.B. "Bilingualism as Measured by a Reaction-time Technique and the Relationship Between a Language and a Non-language Intelligence Quotient." Journal of Genetic Psychology. Vol. 82 (1953). pp. 3-9.

The purpose of the study was to determine the relation between language and non-language intelligence tests and part bilingualism, as measured by a reaction-time technique, plays in the relationship. Ss were thirty boys ages 9-12 who used English in school and had knowledge of Spanish. All were administered the Goodenough Draw-a-Man Test, the Otis Self-Administering Test of Mental Ability, the Hoffman Test of Bilingualism; they were also administered the Reaction-Time Test of Bilingualism, in which they were asked to name as many words in English (or Spanish) as they could in five minutes. Half the Ss were tested in English first and Spanish two weeks later; for the other half the order was reversed. The order was not found to be significant. Results of the tests were correlated and the following conclusions were reached: "An intelligence employing the English language is probably not a valid measuring instrument when employed with subjects deficient in the assimilation of the culture of which English is reflective...measuring the intelligence of bilingual subjects presents complex problems which possibly render both linguistic (Otis) and performance (Goodenough) tests invalid." (ECK)

305. Karadenes, Mark. A Comparison of Differences in Achievement and Learning Abilities between Anglo and Mexican-American Children When the Two Groups are Equated by Intelligence. Unpublished Ph.D. Dissertation, University of Virginia. 1971. (Dissertation Abstracts International. Vol. 32 (1971-1972). pp. 4422A-4423A.)

This study was designed to determine if differences in learning abilities exist between Anglo and Mexican American male kindergarten children, and how those differences relate to intelligence and academic achievement. Ss were 90 children (45 Anglo, 45 Mexican-American) who attended public elementary school in Santa Monica, California. School psychologists administered the Stanford-Binet Intelligence Test and the Wide Range Achievement Test (WRAT) to all Ss; the Meeker Profile was used to measure learning abilities. Findings indicate that achievement was affected by ethnicity and intelligence, and that learning abilities were not influenced by either ethnicity or intelligence. (DH)

306. Keston, M.J. and Carmina Jiménez. "A Study of the Performance on English and Spanish Editions of the Stanford-Binet Intelligence Test by Spanish-American Children." Journal of Genetic Psychology. Vol. 85 (1954). pp. 263-269.

The purpose of the study was to determine whether Mexican-American children should be given the Stanford-Binet Intelligence Test in Spanish or in English. The study compares the children's scores on the two versions of the test rather than to any pre-established norms. Ss were 50 fourth graders from five different schools. The children were administered form M of the Stanford-Binet first and then Form L. The examiner was a bilingual person and a native speaker of Spanish. Four weeks passed between the two administrations. Results showed that the children performed significantly better on the English version. The authors suggest that the reason for the improved performance might be that English becomes the child's dominant language after grade five; before that time English tests are not valid. Since performance on the Stanford-Binet depends, to a large extent, on education and scholastic achievement, it seems likely that Spanish-American children would perform better in the language of formal instruction. The authors suggest that the Spanish version of the test be given in a particular region and the results analyzed in a similar fashion; this is necessary before effective research in the area may proceed. (DH)

307. Killian, L.R. Cognitive Test Performance of Spanish-American Primary-School Children: A Longitudinal Study. Final Report. Kent State University, Ohio. Washington, D.C.: National Center for Educational Research and Development. November 1971. 13pp.
(ED 060 156)

A twenty-six-month follow-up study was made of 75 Anglo- and Spanish-American primary school children who were examined on the Wechsler Intelligence Scale for Children, the Illinois Test of Psycholinguistic Abilities, and the Bender Visual-Motor Gestalt Test in order to determine the specific cognitive deficits which might account for the poor school performance of Spanish-American school children. After three years of schooling the children were found to be deficient in verbal comprehension but have no deficits in short-term memory, arithmetic, or perceptual organization. Bilingualism does not appear to be as important as ethnic status. There is some support for treating Spanish-American children as a single group. If they are to be subdivided, it is probably more important to consider the whole complex of variables making up the ethnic class rather than just bilingualism. Remedial efforts in the cognitive area with third and fourth grade Spanish-American children should concentrate upon vocabulary, general information, verbal analogies, experience with a wide range of social situations and their corresponding rules, verbal classifying procedures, and grammatical form. (RIE)

308. Killian, L.R. "WISC, Illinois Test of Psycholinguistic Abilities, and Bender Visual-Motor Gestalt Performance of Spanish-American Kindergarten and First Grade School Children." Journal of Consulting and Clinical Psychology. 37:1 (August 1971). pp. 38-43.
(EJ 043 081)

The specific cognitive deficits which might account for the poor school performance of Spanish-American children are examined. The results suggest that Spanish-American children are deficient on the input side of communicative skills, especially in understanding sentences and pictures. Bilingualism does not appear to be an important variable. (CIJE)

309. Kittell, J.E. "Bilingualism and Language: Nonlanguage Intelligence Scores of Third-Grade Children." Journal of Educational Research. Vol. 52 (1959). pp. 263-268.

Ss were 42 bilingual and 41 unilingual third graders at an elementary school in Berkeley, California. To reduce the cultural effects of only one ethnic background the bilingual group was drawn from all backgrounds (Chinese 19%, Japanese and Spanish 16.7% plus twelve other languages). The California Short-Form Test of Mental Maturity, Primary, 1953 S Form and the Californi Reading Test, Primary, Form AA had been given in the third grade and supplied data regarding the children's chronological and mental ages, IQ, language and non-language mental ages and reading age. The researchers also used the Warner's Revised Occupational Rating Scale to rate parents' occupations. Conclusions were 1, Bilingual children scored lower on the language section of the California Test of Mental Maturity; 2, Unilingual children scored higher on the language than on the non-language sections; 3, Unilingual children with parents in the middle occupational group were better in language mental ability than bilingual children with parents in the middle or lower occupational group; 4, Bilingual children did not differ significantly from unilingual children in mean reading differences in the language mental age scores on the mental maturity test; 5, Parents' place of birth, children's sex and children's chronological age did not account for differences in language mental maturity scores; and 6, Bilingual children did not differ significantly as a group from unilingual children in total mental age. "Although it was ascertained that language mental maturity scores were significantly lower for children with bilingual environments...this investigation failed to reveal what difference this might have in achievement in school. (ECK)

310. Kittell, J.E. "Intelligence Test Performances of Children from Bilingual Environments." Elementary School Journal. Vol. 64 (1959). pp. 263-368.

311. Koch, Helen L. and Rieta Simmons. "A Study of the Test Performance of American, Mexican and Negro Children." Psychological Monographs. Vol. 35, no. 5. 1926. 116pp. Also contained in Texas Educational Survey Report 1925.

312. Lerea, L. and S.M. Kohut. "A Comparative Study of Monolinguals and Bilinguals in Verbal Task Performance." Journal of Clinical Psychology. Vol. 17 (1961). pp. 49-52.

313. Mahakian, C. "Measuring Intelligence and Reading Capacity of Spanish-Speaking Children." Elementary School Journal. Vol. 39 (1939). pp. 760-768.

314. Manuel, Herschel T. Cooperative Inter-American Tests, 1050. Princeton, New Jersey: Educational Testing Service. 1950. unpaged.

315. Manuel, Herschel T. Spanish and English Editions of the Stanford-Binet in Relation to the Abilities of Mexican Children. Austin, Texas: University of Texas. 1935. Cited by L.S. Tireman, "Bilingual Education." Review of Educational Research. Vol. 21 (1970). pp. 182-187.

316. Mercer, Jane R. Current Retardation Procedures and the Psychological and Social Implications on the Mexican-American. A Position Paper. Alburquerque, New Mexico: Southwestern Cooperative Educational Laboratory. 1970. 40pp. (ED 052 848)

Examining one California school system, it was determined that the pupil personnel department's clinical testing procedures rather than discriminatory referral processes produced a disproportionate representation of minority group children in special education classes. Recommendations: 1, more refined scales need to be developed for assessing the child's adaptive behavior outside the school; 2, pluralistic norms need to be used in interpreting the meaning of both the IQ and the adaptive behavior score for children of Mexican-American heritage. Five tables and 16 references included. (RIE)

317. Mishra, S.P. and J. Hurt, Jr. "The Use of Metropolitan Readiness Tests with Mexican-American Children." California Journal of Educational Research. Vol. 21 (1970). pp. 182-187.

318. Mitchell, A.J. "The Effect of Bilingualism in the Measurement of Intelligence. Elementary School Journal. Vol. 38 (1937). pp. 29-37.

The purpose of the study was to determine whether an intelligence test administered in English is a fair estimate of the child's intelligence quotient when the child thinks in a language other than English. Ss were 295 Spanish-speaking Mexican children from Arizona in grades 1-3. They were administered the Otis Group Intelligence Scale (primary examination) on two different occasions, once in English and once in Spanish. Comparison of the results indicates that Spanish-speaking children work under a serious handicap when taking an intelligence examination in English, especially in their early years. The implications of the study can be applied to other children whose native language is not English. The inferiority in the ability to respond appropriately in an adopted language is not limited to Mexican or Spanish-speaking people, but is common to all children who are native speakers of foreign languages. (DH)

319. Morper, J. An Investigation of the Relationship of Certain Predictive Variables and the Academic Achievement of Spanish-American and Anglo Pupils in Junior High School. Unpublished Ph.D. Dissertation, Oklahoma State University. (1966)
(Dissertation Abstracts. Vol. 27 (1967). p. 4051A.)

320. New York City Board of Education. Puerto Rican Study: Developing A Program for Testing Puerto Rican Pupils in New York City Public Schools. New York: Board of Education. 1959. 143pp.

321. New York City Board of Education, Bureau of Educational Research. The Effectiveness of the Cooperative Inter-American Tests of General Ability, Primary Level, Form A, as a Measure of the Intellectual Functioning of Spanish-Speaking Pupils Enrolled in the Elementary Schools. New York: Board of Education. 1954.

322. Oxman, Wendy G. The Effects of Ethnic Identity of Experimenter, Language of Experimental Task, and Bilingual vs. Non-Bilingual School Attendance on the Verbal Task Performance of Bilingual Children of Puerto Rican Background. Ph.D. Dissertation, Fordham University. 1972.
(Dissertation Abstracts International. Vol. 33 (1972). p. 195A.)

The purpose of this study was to determine whether bilingual minority group children show evidence of alienation from a non-bilingual school environment, and whether attendance at a bilingual school would prevent that alienation. Ss were 256 fourth and fifth bilinguals of Puerto Rican background; they attended either a bilingual school or a non-bilingual school in the New York City area. A paired associate verbal learning task was administered individually to a random sample of 64 Ss in each school, equally divided as to grade level and sex; Puerto Ricans and non-Puerto Ricans administered the task. Results showed no significant difference in the mean scores of students under any of the experimental conditions in non-bilingual schools, and the performance of Ss in bilingual schools was not superior to the performance of Ss in non-bilingual schools. Therefore, it was inferred that bilingual Puerto Rican children were not alienated from the non-bilingual school environment, and that attendance at a fully bilingual school may be a factor in alienation. Finally, the ethnic identity of the experimenter may reflect distraction from a verbal task, but not alienation. (DH)

323. Pascale, Pietro J. and Shaena Jakuboric. The Impossible Dream: A Culture-Free Test. 1971. 25pp. (ED 054 217)

This study reviewed the formats and psychometric rationale of several alleged culture-fair tests. Advantages and disadvantages of each instrument were examined and implications for compensatory education were discussed. (RIE)

324. Peal, E. and W.E. Lambert. "The Relations of Bilingualism to Intelligence." Psychological Monographs. Vol. 76 (1962). pp. 1-23.

325. Personke, Carl R., Jr. and O.L. Davis. "Predictive Validity of English and Spanish Versions of a Readiness Test." Elementary School Journal. Vol. 70 (November 1969). pp. 79-85.

The purpose of the study was to determine the predictive validity of the English and Spanish versions of the Metropolitan Readiness Tests in relation to current practice in reading instruction. Ss were 38 Spanish-speaking children in the first year of school in a South Texas city. Early in the school year, the Metropolitan Achievement Tests, Form A, were administered in both English and Spanish. In May of the same year, the Metropolitan Achievement Tests, Primary I Battery, Form B (1959) were administered in English. Coefficients of correlation between scores of the English and Spanish Metropolitan Reading Tests and selected scores on the Metropolitan Achievement Tests were determined. Findings indicate that the Metropolitan Readiness Tests are useful in predicting certain reading related achievements for Spanish-speaking children; administration in English does not seem to show test bias. The Spanish edition of the Metropolitan Readiness Test did result in one good preditor, Copying, but the subtest of the Metropolitan Readiness Test administered in English which best predicted school achievement was the Alphabet subtest. The authors note that it is not enough for a test to be a valid predictor if it predicts failure for a large number of children. (ECK)

326. Philippus, M.J. Test Prediction of School Success of Bilingual Hispano-American Children. Colorado: Denver Department of Health and Hospitals. 1967. (ED 036 577)

Thirty bilingual Hispanoamerican students between the ages of eight and thirteen were given verbal and non-verbal intelligence tests which were then correlated with overall school grade point average. Non-verbal tests resulted in higher correlations; the Raven Coloured Progressive Matrices appeared to be the best predictor of school successes of these children. Following these results, it was hypothesized that perceptual-motor skills were used by these children in some way to accomplish verbal activities. The author suggests that Spanish-speaking people should not be evaluated primarily with tests depending on verbal skills. (ECK)

327. Pintner, R. "The Influence of Language Background on Intelligence Tests." Journal of Social Psychology. Vol. 3 (1932). pp. 235-240.

328. Pintner, R. and G. Arsenian. "The Relation of Bilingualism to Verbal Intelligence and to School Adjustment." Journal of Educational Research. Vol. 31 (1937). pp. 255-263.

This study was concerned with the relationship of bilingualism to verbal intelligence and school adjustment of 469 American-born Jewish children in sixth and seventh grades in Brooklyn, New York. The Hoffman Bilingual Schedule was used to measure the extent of bilingualism and the Pintner Intelligence Test was used to measure intelligence; the Pupil Portraits Test, Form A, was used to measure school adjustment. The Pearson Product-Moment correlation coefficients between the tests showed no significant statistical difference. It was concluded that for this population, bilingualism bore no relation to verbal intelligence and school adjustment. (ECK)

329. Rankin, C.J. and R.W. Henderson. Standardized Tests and the Disadvantaged. Research Report from the Arizona Center for Early Childhood Education. November 1969. (ED 034 594)

The purpose of the study was to evaluate the reliability of the Wechsler Preschool and Primary Scale of Intelligence when the Ss are from a disadvantaged group. Ss were 25 male and 24 female 5 1/2 year old poor Mexican-Americans. The test was shown to be highly reliable for this sample but comparison with an Anglo-American standardization group shows that the Mexican-Americans were below the norm in all subtests, especially the verbal, information and similarities sections. This evidence shows that the Wechsler test was reliable even for children with a limited ability in English; the authors suggest that a culture-free test might not be required to predict skills, and that tests sampling existing known factors be used to predict within groups. Norms should be established for the group that is being tested. (ECK)

330. Rice, J.P., Jr. "Education of Subcultural Groups." School and Society. Vol. 92 (1964). pp. 360-362.

This article discusses intelligence testing, and includes a very brief survey of the literature on "culturally loaded" measures of intelligence. The author suggests compensatory programs for the slower learners, TESOL programs for the non-native speaker of English and encourages the development of new instruments for testing bilingual students. (DH)

331. Roca, Pablo. *Construction of a General Group Test for Puerto Rican Students in the Elementary and Secondary Schools*. August 1962.
(ED 002 770)

This study attempted to develop a group test of general ability which will accurately assess the intellectual capacities of elementary and secondary students in the Puerto Rican schools. The objectives were: 1, to determine what common intellectual tasks indicate mental ability in Spanish speaking Puerto Rican and other English speaking American children; and 2, to ascertain what cultural differences influence intelligence test scores to distort results in favor of or against Spanish speaking Puerto Rican children. The first step was a survey and analysis of published tests of intelligence and of the literature in the field to ascertain the common factors generally included in tests of intelligence. A pool of test items measuring different abilities at different grade levels was prepared. These items were tried out for validity and reliability, and some were selected for construction of a provisional scale. A second item sample included at least 500 children from primary, intermediate and advanced levels selected on the basis of normal age and average achievement for the grade. The schools were selected at random from the four geographical regions in Puerto Rico. A balanced selection of boys and girls from small, medium and large communities was used. In view of the results obtained by comparing the performance of Puerto Rican children in New York schools and the children in Puerto Rico, there were significant differences in favor of the latter at all three levels of the experimental edition of the test. It is considered advisable to make another comparison using the final edition of the test with a more representative sample from New York.

This document includes a complete copy of the *Test puertorriqueño de habilidad general*. (RIE)

332. Roca, P. "Problems of Adapting Intelligence Scales from One Culture to Another." *High School Journal*. Vol. 38 (1955). pp. 124-131.

Deals with the problem of the translation and adapting for use of schools in Puerto Rico of the following intelligence tests: Wechsler Intelligence Scale, Stanford-Binet and the Goodenough Intelligence Test. (RIE)

333. Roca, Pablo. *Research Report: Construction of a General Ability Group Test for Puerto Rican Students in the Elementary and Secondary Schools*. University of Puerto Rico: Rio Piedras, Puerto Rico. August 1960.

334. Rosen, Pamela and Eleanor V. Horne. *Tests for Spanish-Speaking Children: An Annotated Bibliography*. Princeton, New Jersey:

Educational Testing Service. 1971. 11pp.
(ED 056 084)

Lists available instruments for measuring intelligence, personality, ability and achievement. Excluded are culture-free or -fair and non-language tests, tests in English with norms for Spanish-speakers, and tests that have merely been translated from English to Spanish. Annotation lists purpose of the test and the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation, and standardization. (Proyecto Leer Bulletin)

335. Saer, D.J. "An Inquiry into the Effect of Bilingualism upon the Intelligence of Young Children." Journal of Experimental Pedagogy. Vol. 6 (1922). pp. 232-240; 266-274.

336. Sánchez, George I. "Bilingualism and Mental Measures: A Word of Caution." Journal of Applied Psychology. Vol. 18 (1934). pp. 765-772.

This article is of historical importance in that the author's purpose was to warn educators against the misuse and misinterpretation of standardized tests of intelligence. He points out that any such test is valid only to the extent that the items are as common to the child being tested as they were to the children upon whom the norms were based. It should be obvious that the "standardized" test cannot be valid for the bilingual child or for the socially disadvantaged child. In 1934, Sanchez declared that the instant application of the classification "moron" to a native Spanish-speaking child who scored 70 on an IQ test is much more than a misapplication of the test; it becomes an indictment of these people. The author tested a group of bilingual second-graders and found the median IQ to be 72. He assumed that the low scores were due to insufficient work on language skills by the school; he offered remedial instruction in language and language arts over a two year period. After the instruction, the median IQ was "raised" to 100, or normal. Sánchez concludes with a discussion of the perhaps unintended prejudice and the school's responsibility to be aware of the dangers (and to avoid them.) The next step is a compensatory program to make up for the language, disciplinary and informational deficiencies of the children, to furnish those experiences which will make standardized measures as valid for them as they were for the children in the original sample. (DH)

337. Sánchez, George I. "Scores of Spanish-Speaking Children on Repeated Tests." Journal of Genetic Psychology. Vol. 40 (March 1932). pp. 223-231.

In this study, the Stanford Achievement Test (Primary and

Advanced) and the Haggerty Intelligence Test were administered to the same group of 45 Spanish-speaking children in grades 3-8 four times over a period of 18 months from December 1928 to April 1930 with the intent of measuring the differences in the repeated tests. The author notes several points which must be considered in evaluating scores of Spanish-speaking children so the results will be valid. Significant gains occurred with repeated testings, and the gains varied by age, grade and relative brightness of the children. The relation of language ability (shown by reading tests) to both mental and educational tests can also vary results. (ECK)

338. Seidl, J.C. The Effect of Bilingualism on the Measurement of Intelligence. Unpublished Ph.D. Dissertation, Fordham University. 1937.

339. Spanish Translations of Intelligence Tests. Bureau of Educational Research, Division of Tests and Measurements, Board of Education of the City of New York. 1951. (Manuscript).

The purpose of this project was to translate these three intelligence tests for use with Puerto Rican children attending New York City schools: the Otis Quick Scoring Alpha Test, Form A, the California Intelligence Test, Non Language Section, Elementary Form; and the SRA, non Verbal Test. The members of the research project concluded that the translation of the test "has not completely eliminated the effect of cultural factors which operate to depress the scores of Spanish-speaking pupils." (DH)

340. Spence, A.G., S.P. Mishra and S. Ghoseil. "Home Language and Performance on Standardized Tests." Elementary School Journal. Vol. 71 (1971). pp. 309-313.

341. Stablein, J.E., D.S. Willey, and C.W. Thomson. "An Evaluation of the Davis Eels (Culture Fair) Test Using Spanish and Anglo-American Children." Journal of Educational Sociology. Vol. 35 (1961). pp. 73-78.

The purpose of this study was to determine if the Davis Eels Test of General Intelligence or Problem Solving (DET) is a culture-fair test, as its developers claim. The DET, the Metropolitan Achievement Test Battery, the Primary Mental Abilities Test and a 50 word vocabulary test were administered to 83 Anglo-American and 127 Spanish-American children in grades 2-5 in a southern New Mexico public school. The mean scores of the two groups differed significantly on these four measures as well as on the Sims Socko-economic Score Card. The comparison of test results shows that the DET did not produce scores any less divergent between the two cultural groups than other measures which were supposedly less culture-fair. (ECK)

342. Stoval, Franklin L. *A Study of Scaled Scores with Special Reference to Inter-American Tests.* Unpublished Ph.D. Dissertation, University of Texas. 1945.

343. Swanson, Elinor and Richard R. DeBlassie. "Interpreter Effects on the WISC Performance of First Grade Mexican-American Children." *Measurement and Evaluation in Guidance.* 4:3 (October 1971). pp. 172-175.
(EJ 046 379)

First grade rural Mexican-American children were tested to determine whether the use of a bilingual interpreter would significantly influence their Verbal, Performance and Total IQ scores. Results indicate no significant differences. (CIJE)

344. Talerico, Marguerite and Fred Brown. "Intelligence Test Patterns of Puerto Rican Children Seen in Child Psychiatry." *The Journal of Social Psychology.* Vol. 61 (October 1963). pp. 57-66.

345. "The 'test ban' in New York City Schools." *Phi Delta Kappan.* 46. 1964. pp. 105-110.

346. Thomas, A; M.E. Hertzig; I. Dryman and P. Fernández. "Examiner Effect in IQ Testing of Puerto Rican Working-Class Children." *American Journal of Orthopsychiatry.* Vol. 41 (October 1971). pp. 809-821.
(EC 04 0824).

Examined were test reliability and examiner problems in which the Wechsler Intelligence Scale for Children scores of school-age Puerto Rican children were markedly affected by differences in examiner style between two examiners who were equivalent as to sex, ethnicity, fluency in Spanish and English and clinical experience. Higher performance level occurred with examiner behavior that encouraged active participation, verbalization and repeated effort on the child's part. (EC)

347. Tireman, L.S. "Results of Group Tests Given in the Original Survey of San Jose School." *University of New Mexico Bulletin, Training School Series.* Albuquerque. Vol. 1, no. 2. 1931.

348. Upshur, J.A. "Cross-Cultural Testing: What to Test." *Language Learning.* 16:3 and 4 (1966). pp. 183-196.

Given the need for cultural orientation programs, we must also have available test instruments and procedures which will supply reliable and valid measures of an individual's "cultural awareness." Upshur discusses Seelye's work in the field of cross-cultural testing, and goes further to suggest that the test items should include not only observable behavior patterns but also the intended meanings of behavior which are understood by the members of the target culture. The author then provides a sample of the "universe of situations" such a test might include, and points out the kinds of difficulties the examiner might encounter. (DH)

349. Vincenty, Nestor I. Racial Differences in Intelligence as Measured by Pictorial Group Tests with Special Reference to Puerto Rico and the United States. Unpublished Ph.D. Dissertation, Harvard University. 1929.

350. Walsh, John F., and others. "Performance of Negro and Puerto Rican Head Start Children on the Vane Kindergarten Test." Psychology in the Schools. 8:4 (October 1971). pp. 375-385. (EJ 048 092)

The data of the present study supplement those given by Vane and also provide a context in which to assess the differential abilities of Negro and Puerto Rican Head Start children on verbal and performance tasks. (Also tried to determine whether there are different patterns as a consequence of age and sex).

"Puerto Rican boys generally score higher than Negro boys on the two performance subtests, as well as on the full scale, but score lower on vocabulary." Puerto Rican and Negro girls follow a similar pattern of performance, but the magnitude of the difference is considerably less. (DH)

351. Walsh, John F. and Rita D'Angelo. "IQ's of Puerto Rican Head Start Children on the Vane Kindergarten Test." Journal of School Psychology. 9:2 (1971). pp. 173-176. (EJ 045 253)

Comparison between Vane's standardization sample and the Puerto Rican group yielded no significant differences in full scale scores. On the Vocabulary subtest, Puerto Rican subjects earned lower mean scores; on the non-verbal subtests, they scored higher than the normative group. (CIJE)

352. Zirkel, Perry Alan and John F. Greene. The Academic Achievement of Spanish-Speaking First Graders in Connecticut. Connecticut State Department of Education, Bureau of Compensatory and Community Educational Services. April 1971. 8pp. (ED 054 275)

Study sought to demonstrate that deficiencies shown by Puerto Rican children in verbal ability and academic achievement might not exist if initial instruction and testing were in Spanish. The Inter-American Test of General Ability was administered by the same examiner first in Spanish and then in English. The Puerto

Ricans scored significantly higher than all groups in the Coleman study. The subjects scored much higher on the Spanish form than on the English form. (RIE)

353. Zirkel, Perry Alan. "Spanish-Speaking Students and Standardized Tests." Urban Review. Vol. 5 (June 1972). pp. 32-40. (EJ 060 936)

This is a review of the research done regarding linguistic, cultural and psychological difficulties encountered by Spanish-speaking children when they are administered standardized intelligence and achievement tests. Conclusions of many studies are discussed and some general conclusions are given, i.e. there is a need to develop new measurements of IQ that utilize the language and cultural background of Spanish-speaking children; achievement tests that depend on English language skills generally result in poor performance; the ethnic background of the test administrator has some bearing on the results of both IQ and achievement tests. (ECK)

D. Cognitive Development and the Bilingual Child

354. Barclay, Lisa and Frances Kurcz. Comparative Efficacies of English, Spanish and Bilingual Cognitive Verbal Instruction. 1969. 309pp.
(ED 030 473)

Reports results of an experiment conducted with Mexican-American Head Start children in California in 1967. Three approaches were used: 1, structured English training program; 2, Spanish used as language of instruction; and 3, English used as language of instruction; together with a control group receiving usual preschool art and music activities. Results showed no significant differences between the groups but allowed that extraneous factors could have invalidated the experiment. Though this experiment ended in failure, much background material is presented in the introduction. (RIE)

355. Casavantes, Edward J. Variables Which Tend to Affect (Impede or Retard) Learning of the Mexican American Student in American Education. A Position Paper. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory. August 1970. 15pp.
(ED 060 990)

An interdisciplinary research study is suggested following a review of the more significant studies that have been attempted to explain the degree of educational retardation of the Mexican American as related to such factors as life stresses and learning styles. This study would be a combination of survey research and research for hypothesis testing wherein a random sample of the total Mexican American population would be used. It is noted that such a study would provide large quantities of data on sociologic, family education, cognitive, and personality functioning and would assess the co-variation and influence of each of these variables on each of the other variables. (RIE)

356. Chandler, J.T. and J. Plakos. Spanish-Speaking Pupils Classified as Educable Mentally Retarded. Sacramento: California State Department of Education. 1969.

357. Cohen, S. Alan. "Some Learning Disabilities of Socially Disadvantaged Puerto Rican and Negro Children." Academic Therapy Quarterly. Vol. 2 (Fall 1966). pp. 37-41, 52.

This paper describes some of the learning disabilities and patterns that are common in lower-class Puerto Rican and Black children. The author's work with slum children has convinced him that "cultural deprivation" includes many behaviors which can be seen in dyslexia, SLD and perceptual dysfunction. He suggests that schools stop labelling these children, begin to anticipate their difficulties and teach to the behaviors in the disability syndrome.

Ss were 1721 third graders (489 Puerto Ricans, 626 Blacks, and 489 Whites, Others). Data were obtained from Marianne Frostig's Developmental Test of Visual Perception, the Benton Visual Retention Test, the WISC, and observations. Ss had a higher incidence of perceptual dysfunction than test norms predict. According to this study, poor visual discrimination of letters, poor visual memory of unknown words, poor recognition of known words, and letter reversals (p-b-d-q) were common among these socially disadvantaged children. (DH)

358. Diebold, A. Richard. The Consequences of Early Bilingualism on Cognitive Development and Personality Formation. 1966. 32pp. (ED 020 491)

Compound bilingualism tends to result when the two languages are acquired in a speech community offering the child equal and simultaneous exposure to both and where the functions of both are minimally differentiated. More typically one of the languages is sociologically dominant and the social functions of each is different. When bilinguals are studied in contexts where their bilingual/bicultural backgrounds do not automatically assign them to lower status within the monolingual community, it can be shown that bilingualism is associated with and may facilitate significantly superior performances on both verbal and non-verbal tests of intelligence. Cases of bilingual psychopathology can be traced to a crisis in social and personal identity engendered by antagonistic acculturative pressures directed on a bicultural community by a sociologically monolingual society. (RIE)

359. Dyer, Frederick N. "Color-Naming Interference in Monolinguals and Bilinguals." Journal of Verbal Learning and Verbal Behavior. 10:3 (June 1971). pp. 297-302. (EJ 042 845)

360. Feldman, Carol and Michael Shen. Some Language-Related Cognitive Advantages of Bilingual Five-Year-Olds. 1969. 27pp. (ED 031 307)

Ss in this study were 15 bilingual students of Mexican origin and 15 monolingual students; half the monolingual group was Black and half was of Mexican origin. All lived in the same neighborhood and attended the same Head Start program. Ss were given three types of tasks. It was found that bilinguals, although better at using names in relational statements, were not better than monolinguals in the use of common names alone or nonsense names alone. Bilingual Ss performed consistently better than monolinguals where non-verbal pointing responses were required but not where spoken responses were required. It was suggested that having a notion of meaning as a function of use facilitates acquisition of the ability of young children to use labels in sentences. (RIE)

361. Hertzig, M.E., H.G. Birch and A. Thomas. "Class and Ethnic Differences in the Responsiveness of Preschool Children to Cognitive Demands." Monographs of the Society for Research in Child Development. Vol. 33 (1968). pp. 1-69.

The findings demonstrate clearly that in the preschool years native American middle-class and Puerto Rican working-class children differ from each other in the behavioral styles with which they respond to demands for cognitive functioning. These differences include, the proportion of responses that are work responses; 2, the tendency to make work responses after an initial not-work response; 3, the proportion of verbally expressed responses; 4, the style of making not-work responses; 5, the kinds of verbalization that accompany not-work responses; 6, the tendency to make spontaneous extensions; 7, the frequency with which such spontaneous extensions are verbally expressed; and 8, the degree to which work responses are made verbal and nonverbal cognitive tasks, respectively. "Each of these differences in style was sustained when IQ was at comparable levels in the two groups as well as when the ordinal positions of the children were controlled for. They thus appear to be stylistic differences characteristic of the different social groupings and not artifacts of IQ differences or of differences in birth order." (PASAR)

362. Jacobs, John V. and M. Pierce. Bilingualism and Creativity.
1966. 6pp.
(ED 021 848)

This study attempted to determine whether or not there is a relationship between creativity, or divergent thinking and bilingualism in fifth and sixth grade students. To assess the degree of bilingualism the Adapted Hoffman Bilingual Schedule was used. Two tests were administered. The bilingual students scored higher on the non-verbal Uses test and slightly lower on the **Word Meanings test** than did the monolingual students. Using the combined score, the bilinguals were generally higher, or more creative. (RIE)

363. Jensen. A.R. "Learning Abilities in Mexican-American and Anglo-American Children." California Journal of Educational Research. Vol. 12 (1961). pp. 147-159.

364. Karadenes, Mark. A Comparison of Differences in Achievement and Learning Abilities between Anglo and Mexican-American Children When the Two Groups are Equated by Intelligence. Unpublished Ph.D. Dissertation, University of Virginia. 1971.
(Dissertation Abstracts International. Vol. 32 (1971-1972). pp. 4422A-4423A.)

This study was designed to determine if differences in learning abilities exist between Anglo and Mexican American male kindergarten children, and how those differences relate to intelligence and academic achievement. Ss were 90 children (45 Anglo, 45 Mexican-American) who attended public elementary school in Santa Monica, California. School psychologists administered the Stanford-Binet Intelligence Test and the Wide Range Achievement Test (WRAT) to all Ss; the Meeker Profile was used to measure learning abilities. Findings indicate that achievement was affected by ethnicity and intelligence, and that learning abilities were not influenced by either ethnicity or intelligence. (DH)

365. Kaufman, Maurice. The Effect of Instruction in Reading Spanish on Reading Ability in English of Spanish-Speaking Retarded Readers. Unpublished Ph.D. Dissertation, New York University. 1966.
(Dissertation Abstracts. Vol. 28. p. 1299A.)

366. Killian, L.R. Cognitive Test Performance of Spanish-American Primary School Children: A Longitudinal Study. Final Report. Kent State University, Ohio. Washington, D.C.: National Center for Educational Research and Development. November
(ED 060 156)

A twenty-six-month follow-up study was made c. 75 Anglo- and Spanish-American primary school children who were examined on the Wechsler Intelligence Scale for Children, the Illinois Test of Psycholinguistic Abilities, and the Bender Visual-Motor Gestalt Test in order to determine the specific cognitive deficits which might account for the poor school performance of Spanish-American school children. After three years of schooling the children were found to be deficient in verbal comprehension but have no deficits in short-term memory, arithmetic, or perceptual organization. Bilingualism does not appear to be as important as ethnic status. There is some support for treating Spanish-Americans children as a single group. If they are to be subdivided, it is probably more important to consider the whole complex of variables making up the ethnic class rather than just bilingualism. Remedial efforts in the cognitive area with third and fourth grade Spanish-American children should concentrate on vocabulary, general information, verbal analogies, experience with a wide range of social situations and their corresponding rules, verbal classifying procedures, and grammatical form. (RIE)

367. Killian, L.R. "WISC, Illinois Test of Psycholinguistic Abilities, and Bender Visual-Motor Gestalt Test Performance of Spanish-American Kindergarten and First Grade School Children." Journal of Consulting and Clinical Psychology. 37: 1 (August 1971). pp. 38-43. (EJ 043 081)

The specific cognitive deficits which might account for the poor school performance of Spanish-American school children were examined. The results suggest that Spanish-American children are deficient on the input side of communicative skills, especially in understanding sentences and pictures. Bilingualism does not appear to be an important variable. (CIJE)

368. Kintsch, Walter. "Interlingual Interference and Memory Processes." Journal of Verbal Learning and Verbal Behavior. Vol. 8 (1969). pp. 16-19.

369. Knight, James. A Laboratory Study of the Reading Habits of Spanish-Speaking Children. Ph.D. Dissertation, University of Texas. 1931.

370. Lambert, W.E. and J. Macnamara. "Some Cognitive Consequences of Following a First-Grade Curriculum in A Second Language." Journal of Educational Psychology. 60:2 (April 1969). pp. 86-96.

Presents results of a community-sponsored project to develop skill in a second language (French) by using it as the sole medium for instruction for pupils whose native language is English. The experimental class is compared with both English and French control classes and their relative standing in audio-lingual and reading skills in both languages, in mathematics, in sensitivity to novel phonemic sequences, and in measured intelligence at the end of the year. Although the results, in general, reveal a striking progress in French and considerable transfer to English skills, the real value of the study will be evident only after a replication with other first-grade experimental classes and a follow-up with the same students who are currently continuing the experience into their second and third years. (author)

371. Landry, Richard G. Bilingualism and Creative Abilities. 1968. 10pp. (ED 039 602)

In this study, an attempt was made to examine the proposition that experience with two languages during childhood is related meaningfully to later verbal creative functioning. Findings included: 1, no significant differences between bilingual and monolingal groups on the second grade level in fluency or flexibility on verbal and figural measures of creativity; and 2, at the fourth grade level, significant differences between the linguistic groups developed but not between the sexes. The bilingual experience in childhood was felt to result in subsequent greater development of potential creativity. (RIE)

372. Liedtke, W.W. Linear Measurement Concepts of Bilingual and Monolingual Children. Unpublished M.A. thesis, The University of Alberta, Edmonton. 1968.

373. Liedtke, W.W. and L.D. Nelson. Bilingualism and Conservation. 1968. 8pp.
(ED 030 110)

Study attempts to use the Piagetian-type observations as an assessment of intellectual capacities and to determine whether learning a second language at an early age has beneficial or detrimental effects on cognitive functioning. A test dealing with conservation (awareness of invariance) and measurement of length was constructed dealing with the following topics: reconstructing relations of distance, conservation of length, conservation of length with change of positon, conservation of length with distortion of shape, measurement of length and subdividing a straight line. The result of this study seems to be in agreement with Peal and Lambert's finding that bilingualism has favorable effects on intellectual function. (RIE)

374. Liedtke, W.W. and L.D. Nelson. "Concept Formation and Bilingualism." Alberta Journal of Educational Research. Vol. 14, no. 4 (December 1968). pp. 225-232.

The purpose of this study was to measure the effects of bilingualism on mental development of young children. The instrument used was a Concepts of Linear Measurements Test, with items similar to those devised by Jean Piaget. Ss were grade one students, 50 monolinguals and 50 bilinguals; each group had an equal number of boys and girls. Results of the test seemed to show that the linguistic and cultural experience of the bilinguals speeds up the normal process of some parts of mental development. There were indications that bilingual students reach the state of concrete operations before monolinguals do. The authors note that these findings have great implications for teachers and administrators of these children. (ECK)

375. Mahakian, C. "Measuring Intelligence and Reading Capacity of Spanish-Speaking Children." Elementary School Journal. Vol. 39 (1939). pp. 760-768.

376. Massad, C.E., K. Yamamoto, and O.L. Davis, Jr. "Stimulus Modes and Language Media." Psychology in the Schools. Vol. 7 (1970). pp. 38-42.

This experiment was devised to determine if verbal stimuli produce a greater proportion of sense-impressions than pictorial stimuli across two languages. Ss were 11 English-Spanish bilinguals, all of whom had finished the second year of college; this group was chosen because they were most likely to have equal proficiency in both languages. Ss were shown line drawings and English and Spanish printed words and were asked to respond an equal number of times in both languages. Conclusions are tentative because of the small size of the sample, but the data seem to indicate that words evoke more sensory reactions than pictures and Spanish evoked more sense impressions than English. The authors conclude with suggestions for further research. (ECK)

377. Peck, L. and A.M. Hodges. "A Study of Racial Differences in Eidetic Imagery of Preschool Children." Journal of Genetic Psychology. Vols. 50-51 (September 1937). pp. 141-161.

378. Rapier, J."Effects of Verbal Mediation upon Learning of Mexican-American Children." California Journal of Educational Research. Vol. 18 (1967). pp. 40-48.

The study is an investigation into the role of verbal responses as behavioral controls in Mexican-American children. Two questions were proposed: 1, Is the Mexican-American child deficient in the use of verbal mediation processes to facilitate his learning?; and 2, Can Mexican-American children profit from training in the use of verbal mediating cues? To answer the first question, 20 Average and 20 Dull Mexican- and Anglo-Americans were selected from the third graders of four elementary school districts in California; to answer the second question, the numbers were the same but the children were fourth graders. The first experiment used followed the reversal and nonreversal shift design suggested by Kendler (1962) which involved discrimination between stimuli that differed in size and color. The second experiment studied the effects of supplying the necessary mediating links on paired-associates learning. The first experiment supported Kendler's finding that older children make more frequent use of mediating clues to facilitate their learning. The second experiment shows that Mexican-Americans will profit from the opportunity to use verbal mediators, which suggests that their learning disability may be due to a lack of verbal associations. (ECK)

379. Rodríguez, J.A. "Are Bilingual Children Able to Think in Either Language with Facility and Accuracy?" Bulletin of the Department of Elementary Principals. Vol. 10 (January 1931). pp. 98-101.

380. Smith, Frank. "Bilingualism and Mental Development." British Journal of Psychology. Vol. 13 (1921-1923). pp.271-282.

381. Stern, Carolyn and Diane Ruble. Teaching New Concepts to Non-English Speaking Preschool Children. California University, Los Angeles. Washington, D.C.: Office of Economic Opportunity; Office of Education, Cooperative Research Program. April 1970. 36pp.
(ED 054 903)

Fifteen Mexican American children from four Head Start classes participated in this study, which tested three hypotheses: 1, that children whose first language is Spanish and who are instructed in Spanish will require significantly fewer trials to learn a new concept than children instructed either in English or bilingually; 2, that children receiving the first set of new concepts in English will learn a second instance of the new concept taught in English more readily than children who were taught the first use of the c oncept in Spanish; and 3, that on a Spanish language criterion test, children taught concepts in English will do as well as children taught those concepts in Spanish or bilingually. The procedure included pretesting with the Goodenough Draw-a-Man Test and the Expressive Vocabulary Inventory in both English and Spanish; the instructional program; a criterion test in the appropriate language using a series of booklets developed to teach the conceptual task which was designed to test the hypotheses; and a posttest. Study results rejected hypotheses 1 and 2, while hypothesis 3 could not be rejected. An appendix contains lessons used in the instructional program. (RIE)

382. Thomas, Alexander. Retardation in Intellectual Development of Lower-Class Puerto Rican Children in New York City. New York: Department of Psychiatry, New York University. 1967.
(ED 017 591)

The objectives of this study were 1, to identify any patterns of behavioral and intellectual function which appear to be detrimental to optimal learning and development; 2, to identify inter- and extra-familial influences which produce the above patterns; and 3, to identify favorable patterns which can be used to prevent or remedy the situation. The Ss were two groups of Puerto Rican children in New York City: 95 in one group which was followed from infancy, and 155 in the other group which consisted of their older siblings. For comparative purposes, two groups of advantaged White children were also tested. All children between the ages of 6 and 14 were administered the WISC; those children between the ages of 15-17 were administered the WAIS. Analysis of the data was not complete, as this was an interim report. However, the following conclusions are presented: 1, the population of Puerto Rican children tested was retarded in school achievement; 2, the findings do not show a decrement of IQ level between pre-school and school ages, indicating that the retardation in intellectual achievement is not a result of cultural deprivation; 3, language development is not retarded by bilingualism; and 4, other factors must be responsible, e.g. poor schooling, inappropriate teaching methods. The author noted that some factors in the home environment may also be at fault, but any such conclusions must be withheld pending complete analysis of the findings. (DH)

383. Tucker, G.R. and others. Cognitive and Attitudinal Consequences of Following the Curricula of the First Four Grades in a Second Language. McGill University, Montreal, Quebec. February 1971. 78pp.
(ED 055 485)

384. Wolk, Elsie. "Reading Disabilities of Children Learning English as a Second Language." Elementary English. Vol. 49, no. 3 (March 1972). pp. 410-416.
(ED 056 673)

This article reports the results of a special study to determine the specific problems of Puerto Rican children learning to read. Over one hundred coordinators of ESL programs reported on the reading habits of one child as observed through one year. The article describes specific problems encountered by the children, such as mispronunciation and problems in comprehension. It concludes with many procedures that should be useful in helping these children learn to read. (ECK)

E. Measures of Self-Concept and Socialization in Bilingual Children

Puerto Ricans

385. Adams, John V. and Wallace K. Ewing. A Study of Student Attitudes Toward English as a Second Language in Puerto Rico. (1971). 58pp.
(ED 057 695)

The results of a questionnaire designed to investigate Puerto Rican students' attitudes toward learning English show that there is a predominantly positive attitude toward English-as-a-second-language in the Puerto Rican town studied in this survey. The questionnaires solicit information from students in grades five through eight concerning personal data, students' contact with English, amount of English used, parental attitudes, and student attitude toward learning English. The shortcomings of Puerto Rico's standardized English curriculum may result from inappropriate teaching methods rather than from a negative attitude on the part of the students. The students may be receiving too much language material in too little time without reinforcing what is learned in class through use outside of class. English might be better taught as a foreign language. English and Spanish versions of the questionnaires are provided along with graphs illustrating the results of this survey. (RIE)

386. Betances, Samuel. "Puerto Rican Youth: Race and the Search for Identity." The Rican. No. 1 (Fall 1971). pp.4-13.

387. Blourock, Barbara. "Aspira in the Junior High School." High Points. (February 1966). pp. 53-55.

388. Capone, Thomas A. Interaction of Selected Needs and Perceived Peer Orientation to Education as Related to Academic Proficiency in Aspira Students. Unpublished Ph.D. Dissertation, Fordham University. 1969.
(Dissertation Abstracts. 30:12 (1970). p.5279A.)

The purpose of the study was to examine the need for affiliation (n Aff), need for achievement (n Ach), and perceived peer orientation toward education (P Peer O) of 120 Puerto Rican male and female 12th grade acacemic students. Ss were all members of the ASPIRA club in New York City, which is an agency operated by people of Puerto Rican descent to encourage and support Puerto Rican young people to enter and complete college. The instruments used were the Edwards Personal Preference Schedule (n Ach and n Aff) and the Peer Influence section of the Personal Values Inventory (P Peer O). Also used in the investigation were the SAT, to obtain a measure of general academic proficiency, and the comprehension section of the Nelson-Denny Reading Test, to obtain a rough index of language proficiency. Findings indicate that a positive relationship exists between a student's n Ach and his academic success as measured by the SAT. Also, students with a high n Aff more often perceive their peers as having academic orientations similar to their own than do students with a low n Aff. The author suggests that the n Aff may be countered somewhat by the student with a high n Ach who perceives that his peers do not value education as much as he does. (DH)

389. Epstein, Erwin H. Value Orientation and the English Language in Puerto Rican Attitudes Toward Second Language Learning Among Ninth Grade Pupils and Their Parents. Unpublished Ph.D. Dissertation, University of Chicago. 1966.

390. Greene, John F. and Perry Alan Zirkel. Academic Factors Relating to the Self-Concept of Puerto Rican Pupils. Paper presented at the American Psychological Association Convention, Washington, D.C. 1971. 10pp.
(ED 054 284)

Study investigated the relationship of the self-concept of Puerto Rican pupils with achievement, IQ, ethnic group mixture, and teacher ethnicity. The results of a correlational analysis indicated that self-concept was significantly related to achievement in English and Spanish, as well as to teacher ratings of aural ability in both languages, although self-concept was not significantly related to IQ. However, the relationship between self-concept and academic achievement is demonstrated to be complex and circular. (RIE)

391. John, Vera and Tomi Berney. Analysis of Story Retelling as a Measure of the Effects of Ethnic Content in a Story. New York: Yeshiva University. 1967. 92pp.
(ED 014 326)

The purpose of the study was to examine the psychological impact of stories and story books on Black, Puerto Rican, Mexican-American and American Indian preschool children and to discover patterns of language performance among the ethnic groups. The children were read various stories, some with specific ethnic content, others without, and were asked to retell the stories. It seemed that the inclusion of ethnic content is useful in a program aimed at non-white youngsters. (RIE)

392. Mangano, James F. and Richard C. Towne. Improving Migrant Students' Academic Achievement Through Self-Concept Enchancement. State University of New York College at Geneseo, Center for Migrant Studies. 1970. 55pp.
(ED 049 868)

Purpose of the research was to investigate whether an attempt to modify migrant parents' behavior in accordance with social psychological principles resulted in better academic achievement by their children. Ss were 21 Puerto Rican children; 12 in the experimental group (aged 6-16) and 9 in the control group (aged 7-14). Data were collected through use of reading and arithmentic subtests of the Metropolitan Achievement Test and the Spanish translation of the Michigan State General Self-Concept of Ability Scale. Results indicated that the self-concept of ability for the experimental group increased significantly and that academic achievement also increased, as measured by the above mentioned instruments. (RIE)

393. O'Brien, Sister Mary Gratia. *Relationship of Self Perceptions of Puerto Rican and Non-Puerto Rican Parochial School Children to Selected School Related Variables*. Ph.D. Dissertation, Fordham University. 1970.
(*Dissertation Abstracts*. Vol. 31 (1971). pp. 3347-3348A.)

The purpose of this study was to examine the self-perceptions of Puerto Rican children and to compare them with the self-perceptions of children from other ethnic backgrounds. Ss 2343 2796 fifth, sixth and seventh graders from twelve elementary parochial school in the Archdiocese of New York. Ss were divided into four groups (PR boys, PR girls, Other boys, Other girls); boys were compared with girls of the same ethnic group and Puerto Rican children were compared with Other children on each of the following variables: scholastic achievement, mental ability, socioeconomic status, teacher-ratings of behavior, and appraisal-perception. When mental ability and scholastic achievement, as measured by standardized tests, were comparable, the self-perceptions of Puerto Rican children did not differ from those of Other children. When measures other than standardized tests were used, however, the Puerto Rican children did have significantly lower self-perceptions; this was true even when the comparisons were made between Ss of the same socioeconomic level. The relationships between the self-perception scores and the appraisal-perception scores were not significantly different for Puerto Rican Ss and Other Ss. (DH)

394. *Puerto Rican Culture as it Affects Puerto Rican Children in Chicago Classrooms*. Chicago: Chicago Board of Education. 1970. 20pp.
(ED 052 277)

Designed to develop better understanding and greater appreciation between the Puerto Rican child who enrolls in the Chicago public schools and his classroom teacher. Presents those aspects of the culture which would be likely to affect the child's classroom behavior. It is considered that an informed teacher may be able to assist the bicultural child to a considerable degree. (RIE)

395. Rosenthal, Alan Gerald. Pre-School Experience and Adjustment of Puerto Rican Children. Unpublished Ph.D. Dissertation, New York University. 1955.
(Dissertation Abstracts. Vol. 15 (1955). p. 1205.)

The purpose of this study was to determine the relationship between pre-school experiences of a non-academic nature and the absence of these experiences on the achievement of a group of bilingual children who made a successful school adjustment. Ss were five and six year old male and female children who were born in Puerto Rico; selection was partially based on socioeconomic, educational, and physical factors. Ss were divided into groups: the first had no pre-school orientation and the second was given cultural enrichment programs prior to entering school.

Data were based on the observations of the Ss' teachers. Results indicated a significant difference in the achievement of the two groups; the group that had the pre-school program received higher ratings overall. It was suggested that these programs be continued, and that further research in preschool orientation programs be undertaken. (DH)

396. Sobrino, James F. Group Identification and Adjustment in Puerto Rican Adolescents. Unpublished Ph.D. Dissertation, Yeshiva University. 1965.
(Dissertation Abstracts. Vol. 26 (1966). p. 4067.)

The author administered the Semantic Differential Scale, the EFOS and a questionnaire to 360 male and female Puerto Ricans between the ages of twelve and eighteen. Ss were selected from four parochial schools and from a child guidance clinic. Ss were divided into three groups: 1, the clinic group, clearly maladjusted; 2, school maladjusted but not in therapy; and 3, school well adjusted. It was found that 1, the clinic group identifies more with the majority group (in which it was unacceptable); 2, the adjusted group maintains a favorable self-concept while they do perceive differences between themselves and others; and 3, the maladjusted but non-clinic group seems to have a more positive self-image than the indicators would warrant. (DH)

397. Strauss, Susan. "The Effect of School Integration on the Self-Concept of Negro and Puerto Rican Children." Graduate Research in Education and Related Disciplines. Vol. 3 (1967). pp. 63-76.

Compared the self-concept of second and third grade Black and Puerto Rican children of low socioeconomic background in a paired school and in a non-paired school. "Pairing is the combining of two school populations," one predominantly white, the other predominantly black. It was hypothesized that for both grades the paired group would have a higher self-concept, and that the paired third grade would do better than the second.

A fifty question inventory was used. One hundred children were tested, 50 in each of the two schools, 25 in each of the two grades. The results showed that the paired groups' scores were significantly higher than the non-paired groups' scores. No significant difference was found between the scores of the paired second and third grade groups. It is concluded that pairing does increase the self-concept of Black and Puerto Rican children. The extent of its positive influence needs further study. (PASAR)

398. Willis, Robert Manks. An Analysis of the Adjustment and Scholastic Achievement of Forty Puerto Rican Boys Who Attend Transition Classes in New York City. Unpublished Ph.D. Dissertation, New York University. 1961. (Dissertation Abstracts. Vol. 22 (1961). pp. 795-706.)

The objectives of this study were to identify the effects of transition classes on the adjustment, retention and scholastic achievement of forty Puerto Rican boys in a New York City school and to determine the implications their influence has for improvement of the curriculum. Ss were forty tenth grade boys from Morris High School; all were born in Puerto Rico and had attended transition classes. Data were collected from several sources. Students were classified as either in Group I, "Drop-Outs" or Group II, those students still attending school at the time of the survey. The findings indicate that there were no significant differences between the social and educational characteristics of the two groups. Recommendations include: 1, better transition classes; 2, improved TESL programs; 3, a more intensive guidance program; 4, more effective measures for the evaluation of these students; 5, more realistic placement of Puerto Rican students; 6, more effective programs in remedial reading; 7, an increased awareness and understanding of Puerto Rican students on the part of school personnel; and 8, increased participation of Puerto Rican students and adults in the educational process, including decision-making. (DH)

399. Zirkel, Perry A. "Self-Concept and the 'Disadvantage' of Ethnic Group Membership and Mixture." Review of Educational Research. Vol. 14 (1971). pp. 211-225.

The author presents a brief review of the literature on the self-concept of minority group members, and discusses the relationship between low-self-evaluation and academic underachievement. He concludes that ethnic group membership may have some effect, positive or negative, on the self-concept of the disadvantaged child. The supposed "disadvantage" of minority students can be turned into an advantage by enhancing the self-concept, perhaps through such programs as bilingual-bicultural education and Black Studies. (DH)

400. Zirkel, Perry Alan and E. Gnanaraj Moses. "Self-Concept and Ethnic Group Membership Among Public School Students." American Educational Research Journal. 8:2 (1971). pp. 253-265.

Investigated the possible relationship of self-concept with ethnic group membership and mixture in the school setting. One hundred and twenty Negro, Puerto Rican and White students were selected from the fifth and sixth grades of three schools, each of which had a different one of these ethnic groups in the majority. Results on the Coopersmith Self-Esteem Inventory indicated that the self-concept of these children was significantly affected by their ethnic group membership but not by the majority-minority mixture of groups within the schools. The significant effect was ascribed to the lower self-concept of the Puerto Rican children in the study (significantly lower than both the White and Black children's self-concepts). (PASAR)

Other Non-English Speaking Groups

401. Alvarado, M.B. "Lanier Students Revolt Against the System." Inferno. May 1968.

Article about a predominantly Mexican-American school in San Antonio, Texas.

402. Andersson, Theodore. "Foreign Language and Intercultural Understanding." National Elementary Principal. Vol. 36 (February 1967). p. 32.

The bilingual needs to be proud of his heritage. The techniques studied in several school systems revealed that there are signs of better communication and improved attitudes toward non-English cultures. The bilingual children studied in these school programs seemed to become more literate in both the Spanish and English languages. (JH)

403. Caskey, Owen L. and Doris J. Webb. [Keys to the Elementary School Environment (with Subgroup Reference Norms): How Children Perceive their School Environment.] Southwest Educational Development Laboratory. Austin, Texas. Texas Technological College. Lubbock. School of Education. Washington, D.C.: Office of Education. Cooperative Research Program. 1971. 199 pp.
(ED 059 822)

404. Cervenka, Edward. Administrative Manual for Inventory of Socialization of Bilingual Children, Ages 3-10. 1968. 75 pp.
(ED 027 062)

This battery of test instruments is one of a set of three developed for use in the study of bilingual instruction programs and other compensatory programs in Texas. The socialization inventory has been based on a sociological view of personality as a developing and changing entity. Four sub-measures are included: 1, a measure of self concept; 2, a behavior rating scale of a child's interpersonal behavior in an interview with the test administrator; 3, a behavior rating scale of a child's general social behavior in the classroom; and 4, a questionnaire given to parents of children in bilingual programs. Administration and rating directions are provided. Samples of socialization measures and their rating sheets form the bulk of this report. (REI)

405. Coller, Alan R. and P.D. Guthrie. *Self Concept Measures: An Annotated Bibliography*. Princeton, New Jersey: Educational Testing Service. 1971. 9 pp.

Includes self-concept measures appropriate for children from preschool through third grade. Annotation lists the purpose of each instrument, nature of the materials, groups for which it is intended, administration, scoring interpretation, and standardization. (PROYECTO LEER BULLETIN)

406. Coole, Musgrave Ruth. *A Comparison of Anglo-American and Latin-American Girls in Grades V-VI with Reference to their Vocational, Academic, and Recreational Preferences and Aversions*. Unpublished Master's thesis, University of Texas. 1937.

407. Dugas, Donald G. *Facilitating the Self-Actualization of France-Americans*. Paper presented at the Fifth Annual TESOL Meeting. New Orleans, Louisiana. March 6, 1971. 17 pp.
(ED 055 482)

408. Durojaiye, S.M. "Social Context of Immigrant Pupils Learning English." *Educational Research*. Vol 13 (June 1971). pp. 179-184.
(EJ 042 908)

409. Hernández, Norma G. *Variables Affecting Achievement of Middle School Mexican American Students*. Texas University, El Paso. Washington, D.C.: Office of Education. August 1971. 81 pp.
(ED 059 827)

Literature pertaining to research done on academic achievement of Mexican American students is reviewed in this paper. The literature deals with such variables as socioeconomic, physical, psychological, and cultural aspects; language factors; attitudes; language development; and environment. A 15-page discussion of recommendations for improving curriculum, instruction, and teacher education for educating the Mexican American is included. Also included is a bibliography containing over 200 relevant citations. (RIE)

410. Leo, Paul F. The Effects of Two Types of Group Counseling Upon the Academic Achievement of Mexican-American Pupils in the Elementary School. Ph.D. dissertation, University of the Pacific, Stockton, California. Washington, D.C.: Office of Education, Cooperative Research Program. January 1972. 145p.
(ED 059 002)

411. Linton, Thomas H. A Study of the Relationship of Global Self-Concept, Academic Self-Concept, and Academic Achievement among Anglo and Mexican-American Sixth Grade Students. Paper presented at the annual meeting of the American Educational Research Association. Chicago: Illinois. April 3-7, 1972. 13 pp.
(ED 063 053)

A sample of 172 Anglo and 160 Mexican-American students from 16 elementary schools in a southern New Mexico city was stratified by three socioeconomic levels. The Piers-Harris Children's Self-Concept Scale and a Five-item factor analyzed scale developed from existing research were used to measure self-concept. Student achievement was measured by teacher-assigned grades in reading, arithmetic, and social studies and by the Iowa Test of Basic Skills. A three-way analysis of variance model (with students classified according to ethnicity, sex, and socioeconomic level) was used to test differences between students. Results indicated that no significant differences between ethnic groups in terms of global and academic self-concepts, and no sex differences were found. Significant differences were found in both self-concept measures between socioeconomic levels. High socioeconomic level was associated with high self-concept and low socioeconomic level was associated with low self-concept. However, middle socioeconomic level Mexican-American students' academic self-concept scores were almost the same as those of low socioeconomic level Anglo and Mexican American students. Results of actual achievement were consistent with findings of previous studies, and correlation analysis of the relationships between self-concept and achievement did not yield a consistent pattern across socioeconomic levels. (RIE)

412. Mans, Rolando. An Experimental Approach to the Teaching of Reading in Spanish at the Primary Level. Master's thesis, Sacramento State College. September 1971. 103 pp.
(ED 056 602)

An experiment in the teaching of reading in Spanish to second and third-grade students, conducted by the author at the Ethel Phillips elementary school, utilizes a modified version of Dr. Laubach's "Syllabic, analytic-synthetic method" of language instruction. Results indicate that success in school of children from Spanish-speaking homes may be directly related to the concept of self-identity. It is suggested that development of programs leading to curriculum-wide literacy in Spanish is considered by authorities in bilingualism to be one of the key factors in raising the Spanish-speaking child's level of expectation in his academic achievement. Major chapters in this study discuss: 1, the problem and definition of terms; 2, review of related literature; 3, procedures of the study; 4, analysis of data; and 5, summary, conclusions, and recommendations. A bibliography and an appendix containing sample lessons and measurement tools are included. (RIE)

413. Mayans, Frank, Jr. Puerto Rican Migrant Pupils in New York City Schools: A Comparison of the Effects of Two Methods of Instructional Grouping on English Mastery and Attitudes. Unpublished Ph.D. Dissertation, Columbia University. 1953. (Dissertation Abstracts. Vol. 14 (1954). pp. 68-69.)

The purpose of this study was to compare the effects of two types of instructional grouping on the English mastery and assimilation of Puerto Rican migrant students. Ss were recent immigrants from Puerto Rico who were entering mainland schools for the first time; the schools were two junior high schools in New York City's Spanish Harlem. Ss were placed in two groups: 1) regular classes with the other students in the school and 2) "vestibule" classes in which all students were Puerto Ricans. At the start, Ss were pretested with the Cooperative Interamerican Test of General Ability and a Test of Reading, both in Spanish; and Attitude Toward the Surroundings Scale, also in Spanish, was administered. At the end of one semester, all Ss were given the Cooperative Interamerican Test of Reading, in English; Subtest I (oral vocabulary), Cooperative Interamerican Test of General Ability, in English; and the Attitude Toward Surroundings Scales, in Spanish. The findings indicated that 1) the migrant will learn more English if (s) he has a favorable attitude toward his surroundings; 2) the "regular" group has more unfavorable attitudes toward school; 3) the "regular" group has developed significantly more favorable attitudes toward schoolmates; and 4) "regular" students score higher in all three tests of English mastery. At the end of the semester, controls were lifted and all students participated in "regular" classes. A follow-up study at the end of the year yielded these results: 1) the original "regular" Ss retained their superiority in English oral vocabulary, but not in reading; 2) all Ss have more favorable attitudes toward schoolmates with no differences between class groupings showing; 3) the original "regular" Ss have become more assimilated, "make more friends, speak English more often with their friends;" and 4) Ss who preferred "regular" grouping felt they learned more, while Ss who preferred the "vestibule" grouping felt it helped them adjust better. The author suggests placing immigrant students in regular classes because of the rapid pace at which assimilation can take place. (DH)

414. Muller, Douglas G. and Robert Leonetti. Primary Self-Concept Scale: Boys. Dissemination Center for Bilingual Bicultural Education. Austin, Texas. Washington, D.C.: Office of Education. 40 pp.
(ED 062 846)

415. Muller, Douglas G. and Robert Leonetti. Primary Self-Concept Scale: Girls. Dissemination Center for Bilingual Bicultural Education. Austin, Texas. Washington, D.C.: Office of Education. 40 pp.
(ED 062 845)

416. Muller, Douglas G. and Robert Leonetti. Primary Self-Concept Scale: Test Manual. Dissemination Center for Bilingual Bicultural Education. Austin, Texas. Washington, D.C.: Office of Education. 39 pp.
(ED 062 847)

It is the purpose of the test described in this document to provide a procedure for economically evaluating several aspects of self-concept relevant to school success. The test was constructed specifically for use with the child of Spanish or Mexican descent in the southwest, but it is also appropriate for use with children from Anglo culture. The test consists of 24 items; in each item, the examinee is told a descriptive story about an illustration and is instructed to draw a circle around the person in the illustration that is most like himself. This document includes instructions for administering the test, the descriptive stories accompanying each test item, and details on scoring, interpretation, test construction, reliability, and validity. Statistical data and results are also included. (RIE)

417. Murray, Wayne Robert. Ethnic and Sex Differences as Related to Student Perceptions of a University Environment. Ph.D. Dissertation, New Mexico State University. 1972.
(ED 065 208)

418. Dissemination Center for Bilingual Bicultural Education. Austin, Texas Washington, D.C: Office of Education.

This series of instruments is designed to measure how very young students feel about Mexican-American and Anglo cultures. The test is based on pictures, some of which are culturally relevant only to Mexican-Americans. The manual provides a guide for the use of the inventory, including a rationale for the items used; a statement of the purpose of the test; instructions for administration; instructions for scoring results; and possible applications within the constraints of the test. (from document)

419. Ramirez, Manuel, III. Effects of Cultural Marginality on Education and Personality. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory. 1970. 15 pp.
(ED 065 805)

A review of the literature, this report concerns itself with the identification of the Mexican-American with his ethnic group as an asset or a liability. Examining the relationship of cultural marginality to education, personality, and attitudes, the author points out a need for additional research in this area. (RIE)

420. Ramirez, Manuel, III. Value Conflicts Experienced by Mexican-American Students. 1968. 11pp.

The object of this study, conducted in a Northern California city school district, was to find evidence of cultural value conflicts experienced by Mexican-American secondary school students of low socioeconomic background. Those students experiencing the most difficulty in adjusting to the school setting and, thus, most likely to be dropouts, were interviewed, observed in class, and asked to tell stories about pictures depicting students, teachers and parents interacting in a school setting. Stories told about these pictures revealed Mexican-American value conflicts in terms of such factors as loyalty to family and ethnic group, female modesty, machismo, the role of education, and separation of sex roles. This paper contains discussions of eight Mexican-American values found to conflict most often with the value system of schools, along with an accompanying story for each as told by Mexican-American students; also contained are one-paragraph discussions of four measures that could be instituted to help alleviate value conflicts. (RIE)

421. Roca, Pablo. "The Construction of an Interest Inventory for Students of Different Linguistic and Cultural Backgrounds." Journal of Educational Research. Vol. 48 (November 1954). pp. 229-231.

422. Schwartz, Audrey James. "A Comparative Study of Values and Achievement: Mexican-American and Anglo Youth." Sociology of Education. Vol. 44 (Fall 1971). pp. 438-462.

Several value orientations and their relations with school achievement were examined with student samples from the Los Angeles City Schools. Findings show that Mexican-American pupils with value orientation most similar to those of Anglo pupils have the highest scholastic achievement. While it is recognized that pupils' values and achievements are substantially interdependent, the findings of this study suggest that affective factors in the cultural background of many Mexican-American pupils hinder their general academic achievement. (author)

423. "Student Strikes in East Los Angeles High Schools." School and Society. Vol. 100 (March 1972). pp. 182-185.

424. Tindall, Lloyd W. and others. An Examination of the Receptivity of Mexican-American and Anglo Rural Disadvantaged to Education Programs. Michigan State University. East Lansing, Michigan. Center for Rural Manpower and Public Affairs. March 1972. 34 pp.
(ED 060 974)

425. Wilson, Alfred P. and others. How Do You Feel About Things? New Mexico State University. Las Cruces, New Mexico. Paper presented at the Annaul Meeting of the Rocky Mountain Educational Research Association. Boulder, Colorado. October 1971. 5 pp.
(ED 058 281)

This 60-item questionnaire is designed to measure attitudes toward school among sixth grade Spanish American students. The respondents mark their answers on a 1 to 5, true to false continuum. Administration instructions are included.

F. Linguistic Studies and the Measurement of Language Competence in Bilingual Children

General Discussions

426. Alatis, James E., ed. Report of the Nineteenth Annual Round Table: Contrastive Linguistics and Its Pedagogical Implications. Washington, D.C.: Georgetown University Press. 1968.

Discussions of contrastive analysis and lapsed time, the use of models in contrastive linguistics, contrastive analysis in discourse structure, and contrastive analysis and the notions of deep surface grammar. (NYS Bibliography)

427. Allen, Harold B. Linguistics and English Linguistics. A Bibliography. New York: Appleton-Century-Crofts. 1966.

An unannotated, selective listing of books and articles. Major divisions include bibliographies, dictionaries, linguistics, English language and English linguistics, language instruction and special topics. (JH)

428. Allen, Harold B., ed. Readings in Applied English Linguistics, 2nd Edition. New York: Appleton-Century-Crofts. 1964. (paper)

A collection of 62 articles representative of current linguistic thought and applications, this anthology is a companion to Allen's Teaching English as a Second Language and includes coverage of transformational grammar and linguistic applications to reading, writing, speaking and listening. (NYS Bibliography)

429. Andersson, Theodore. "A New Focus on the Bilingual Child." Modern Language Journal. Vol. 49 (1965). pp. 156-160.

430. Anisfeld, Moshe. "Psycholinguistic Perspectives on Language Learning." in Albert Valdman, Trends in Language Teaching. New York: McGraw-Hill. 1966

Discusses the nature of linguistic competence in terms of specific habits and general rules (non-introspective) and the psychological processes in language acquisition. (NYS Bibliography)

431. Arapoff, Nancy. "Writing, a Thinking Process." TESOL Quarterly. Vol. 1 (June 1967).

Explains why teaching writing is different from teaching other language skills. Presents a new method for teaching writing: an approach involving "transformations" in narration, paraphrase, summary, factual analysis, argumentative analysis, evaluation of arguments, and critical review. (JH)

432. Barrows, Sarah T. "Speech Habits of the Foreign Child." Grade Teacher. Vol. 49 (February 1932), pp. 446-470; (April 1932), pp. 614-650.

433. Bever, Thomas and others. Linguistic Capacity of Very Young Children. 1968. 16 pp.
(ED 018 796)

Basic linguistic capacity is present extremely early in children. Two-year olds understand transitive active sentences and three year olds understand many passive sentences. The latter understand some sentences less well than the former. This brief decrease in comprehension ability is due to the temporary over-generalization of perceptual strategies which are drawn from the child's experience. This research indicates that the young child's capacity to understand and act out simple sentences goes through stages: 1, dependence on basic perceptual and conceptual mechanisms; 2, extension of these mechanisms by generalizations drawn from experience; and 3, development of a broad conceptual base which mediates between the basic mechanisms and the generalizations. (RIE)

434. Bracy, Maryruth. "Controlled Writing vs. Free Composition." TESOL Quarterly. Vol. 5 (September 1971). pp. 239-246.

The purpose of this paper is to offer some suggestions for those who have tried to tackle the area of free (or advanced) composition. The suggestions, based on a review of the literature and my experience in teaching composition courses at UCLA, center around the following three areas: 1, the revision of current classes in intermediate English so as to teach free composition instead of merely advanced controlled writing; 2, the unwanted and partially-opened Pandora's box of composition correction coupled with the question of what students do with the 'corrected' compositions to affect change,and improvement in their writing techniques and use of language; and 3, the improvement of the over-all composition-teaching approach. (author)

435. Brooks, Nelson. Language and Language Learning: Theory and Practice. New York: Harcourt, Brace and World. 1964.

Presenting the audiolingual method, this work is easy to read and covers many helpful topics: mother tongue and second language, language teaching, language and culture, language and literature, etc. (NYS Bibliography)

436. Brown, T. Grant. "In Defense of Pattern Practice." Language Learning. Vol. 19 (December 1969).

Even though transformational grammar has shown the inadequacy of the pattern concept and behaviorist theories have been shown to be unable to account for first language acquisition, pattern practice still seems to be of vital importance to students of foreign languages. (NYS Bibliography)

437. Burt, Kim and Carol Kiparsky. Gooficon - Common Errors in Spoken English. Rowley, Massachusetts: Newbury House Publishers. 1972. $4.50.

Contains a broad sampling of speech errors made by speakers of other languages and arranged on the basis of errors that fall together structurally. The goal is to provide a practical guide to enable teachers to identify and treat errors made by non-native speakers of English. Each chapter ~~provides~~ the teacher with a summary of each type of error, an analysis of the error, and rules-of-thumb for correcting the faulty habits. (JH)

438. Calderon, C.I. "Seeing Sounds." Texas Outlook. Vol. 38 (October 1954). pp. 12-13.

439. Carroll, John B. "A Primer of Programmed Instruction of Foreign Language Teaching." International Review of Applied Linguistics. Vol. 1 (Special Issue, 1963). Reprints available from MLA.

A general introduction to methods of programmed instruction and its application to the teaching of foreign languages. (NYS Bibliography)

440. Carroll, John B. "Current Issues in Psycholinguistics and Second Language Teaching." TESOL Quarterly. Vol. 5 (June 1971). pp. 101-114.

It is urged that there is no real conflict between the audio-lingual habit and cognitive code learning theories as applied to language teaching. It is false to make an opposition between rule-governed behavior and language habits. The notion of habit is, however, more general than that of rule, and is not as conceptually inadequate as sometimes claimed. The learning of second languages requires both the acquisition of knowledge about rules and the formation of habits described by these rules. Language teaching procedures can be improved by application of psychological knowledge concerning the learning of language habits. It is stressed that situational meaning must be incorporated into language rules where it is applicable, and that the corresponding language habits must be made contingent upon these situational meanings. (author)

441. Carroll, John B. "The Contributions of Psychological Theory and Educational Research to the Teaching of Foreign Languages." in Albert Valdman, ed., Trends in Language Teaching. New York: McGraw-Hill. 1966.

Makes the proposal that specialists, analogous to agricultural county agents in their role, be employed to work with teachers by disseminating ideas, principles and materials from educational research. It points out the present problems that by and large prevent such contributions from finding use in the classroom. (NYS Bibliography)

442. Carrow, M.A. "Linguistic Functioning of Bilingual and Monolingual Children." Journal of Speech and Hearing Disorders. Vol. [illegible]2 (1957). pp. 371-380.

443. Catford, J.C. A Linguistic Theory of Translation: An Essay in Applied Linguistics. London: Oxford University Press. 19[illegible].

Sets up a theory of translation which may be drawn upon in any discussion of particular translation problems. Discusses phonological, graphological, grammatical and lexical translation as well as transliteration, translation shifts, language varieties in translation and the limits of translatability. (NYS Bibliography)

444. Conference on Child Language. (Chicago, Illinois. November 22-24, 1971) Preprints. Laval University, Quebec. International Center on Bilingualism. 1971. 530 pp.
(ED 060 931)

445. Cooper, Robert and Lawrence Greenfield. "Word Frequency Estimation as a Measure of Degree of Bilingualism." Modern Language Journal. March 1969. pp. 163-166.

The purpose of this study was to determine the utility of a word frequency estimation task as a measure of degree of bilingualism. Ss were 48 Puerto Ricans, age 13 or older, living in a Puerto Rican neighborhood in Jersey City, New Jersey. The procedure involved having a subject rate 75 commonly used English and Spanish words in terms of frequency that he had heard it or said it. Results showed that greater use of Spanish than English words was associated with greater facility in speaking Spanish than speaking English, use of Spanish more than English at home, greater word production in Spanish, a predominance of Spanish accent and use of fewer speech styles in speaking English. (ECK)

446. DiPietro, Robert J. Bilingualism and Bidialectalism. Paper presented at the 1970 Spring Institute on Teaching English as a Second Language and as a Second Dialect. Tallahassee, Florida. February 13-17, 1970. 15 pp.
(ED 061 824)

447. Ervin, Susan. "Second Language Learning and Bilingualism." in C.E. Osgood, Psycholinguistics: A Survey of Theory and Research Problems. Baltimore, Maryland: Waverly Press, Inc. 1954. pp. 139-146.

448. Ervin, Susan M. "Semantic Shift in Bilingualism." American Journal of Psychology. Vol. 74 (June 1961). pp. 233-241.

449. Ferguson, Charles A. Aspects of the Acquisition of English and Spanish Phonology. Stanford University. California Commission

on Linguistics. 47 pp. (research proposal)
(ED 060 937)

450. Fishman, Joshua A. Bilingual and Bidialectical Education: An Attempt at a Joint Model for Policy Description. In "Conference on Child Language " preprints of papers presented at the Conference. Chicago, Illinois. November 22-24, 1971. pp. 356-367.
(ED 060 751)

This paper questions whether the same theoretical model of educational policy decisions can be used for bilingual as well as bidialectical education. Three basic policies are discussed, first in applications for second language learning and then in the field of teaching a second dialect. Generally speaking, the same theoretical models are applicable to both educational problems with variation in administrative units between the two levels. (RIE)

451. Fishman, Joshua A. Bilingual Education in Sociolinguistic Perspective. 1970. 14 pp.
(ED 040 404)

Presents four broad categories of bilingual programs: 1, transitional bilingualism (until English skills develop); 2, monoliterate bilingualism (oral-aural skills in both languages, literacy skills only in English); 3, practical bilingualism (fluency and literacy in both languages but use of mother tongue restricted to the ethnic group and its heritage); and 4, full bilingualism (all skills in both languages in all domains). Vitally needed are: 1, a survey establishing language and varieties employed by both parents and children, by societal domain of function; 2, a rough estimate of the relative performance level in each language, by societal domain; 3, an indication of community and school staff attitudes toward the existing situation; and 4, an indication of community and school staff attitudes toward changing the existing situation. (RIE)

452. Fishman, Joshua A. Language and Nationalism. Rowley, Massachusetts: Newbury House Publishers. 1972. $7.15.

Offers the results of a unique examination of nationalistic influences in language planning. The guiding influences behind the study are the social movements, attitudes, and ideologies which constrained and influenced nationalist planners and builders across time and across nations. One result is a comprehensive study of socio-historical, linguistic, and cross-national aspects relating to language planning; another is an attempt to generate empirically confirmable hypotheses from historical incidents spanning centuries and continents. (catalogue)

453. Fishman, Joshua A., ed. Language Loyalty in the United States. The Hague [Netherlands]: Mouton. 1966.

454. Fishman, Joshua A. "The Measurement and Description of Widespread and Relatively Stable Bilingualism." Modern Language Journal.

March 1969. pp. 152-156.

The purpose of this article is to reiterate for the reader the goals of the study Bilingualism in the Barrio and to promote better understanding of them. In the first section, Fishman explains what the sociolinguist's goals are when studying a bilingual community. The second section shows that the sociolinguists is interested in how and when one language is used instead of another. In the third section, the author describes the "usage of speech networks that utilize both standard and non-standard varieties of English." In the last section, he describes the samples used for the study and the methods of collecting data. (ECK)

455. Fishman, Joshua A. "Sociolinguistic Perspective on the Study of Bilingualism." Linguistics. Vol. 39 (1968). pp. 21-49.

456. Fishman, Joshua A. Sociolinguistics: A Brief Introduction. Rowley, Massachusetts: Newbury House Publishers. 1971. $3.50. (paper)

An overview of the influences society has on language learning and on maintaining a language. Some kinds of linguistic behavior are favorable to upward mobility; others are not. Provides information about the varieties of language behavior in different communities. (catalogue)

457. Fishman, Joshua A. The Sociology of Language. Rowley, Massachusetts: Newbury House Publishers. 1971. $6.95.

Calling upon techniques and concepts of linguistics, sociology, psychology, anthropology, and social psychology, the author presents an interdisciplinary introduction to students of language and society whose interests are primarily macrosociological and related to social problems as well as to social theory. (catalogue)

458. Fishman, Joshua A. "The Status and Prospects of Bilingualism in the United States." Modern Language Journal. Vol. 49 (1965). pp. 143-155.

Cultural pluralism may determine the success of this country. Discusses bilingualism and biculturalism. Suggests that a commission on bilingualism/biculturalism be established at the Federal, State and local levels.

459. Fishman, Joshua A. "Who Speaks What Language to Whom and When?" Linguistique. No. 2 (1965). pp. 67-78.

460. Fishman, Joshua A. and Robert Cooper. "Alternative Measures of Bilingualism." Journal of Verbal Learning and Verbal Behavior. Vol. 8 (1969). pp. 276-282.

461. Fishman, Joshua A. and John Lovas. "Bilingual Education in Sociolinguistic Perspective." TESOL Quarterly. Vol. 4 (September

1970). pp. 215-222.

One of the avowed purposes of bilingual education is the maintenance and development of linguistic and cultural diversity. The authors believe that realistic societal information is needed for realistic educational goals. This information, which goes beyond that normally available in school record and county census data, is here described and presented as an aid in deciding what kind of bilingual program to establish. Four broad categories of bilingualism (transitional, monoliterate, partial, and full) are defined and discussed in terms of their societal implications. (author)

462. Fishman, J.A. and Vladimir C. Nahirny. "The Ethnic Group School and Mother Tongue Maintenance in the U.S." Sociology of Education. Vol. 37 (1964). pp. 306-317.

463. Fraser, Bruce. Non-Standard English. 1970. 22 pp. (ED 045 960)

The present paper reviews recent research in the area of nonstandard English: the major results to date, the significance of this research for education, and suggestions for further research. The notion of "standard" English resists definition; there is not a simple set of linguistic features which can be said to define it. A dialect may be classified from at least four points of view, according to 1, whether the speaker learned English as his first language, or second or third; 2, the region of the U.S. where the language was learned; 3, the cultural composition of the speech community; and 4, the socioeconomic status (SES) of the speech community. A dialect may reflect all of these classifying labels. The effect of SES on a speaker's dialect is not absolute presence or absence of certain linguistic features but rather the relative frequency of these features. Speech style is distinguished from social dialect. (RIE)

464. Friedlander, George H. Report on the Articulatory and Intelligibility Status of Socially Disadvantaged Preschool Children. Institute for Retarded Children of Shield of David. New York. December 1965. (ED 014 321)

465. Fries, Charles C. The Structure of English: An Introduction to the Construction of English Sentences. New York: Harcourt, Brace, and Company. 1952.

Does not deal with "grammar of usage" - language differences according to social level - but with "grammar of structure" - the systematic description of syntax patterns. The analysis is based on fifty hours of recorded conversations. (JH)

466. George, H.V. Common Errors in Language Learning. Rowley, Mass.: Newbury House Publishers. 1971. $4.95. (paper)

Provides basic guidelines for the causes and prevention of students' errors in foreign language learning. Incorporates a modern theory of language learning pedagogy based on the errors made by learners of a second language. Presupposes no previous linguistic training on the part of the reader. (catalogue)

467. Gudschinsky, Sarah C. Literacy in the Mother Tongue and Second Language Learning. In "Conference on Child Language." preprints of papers presented at the Conference. Chicago, Illinois. November 22-24, 1971. pp. 341-355.
(ED 060 753)

Bilingual educations programs which foster literacy first in the mother tongue and then in the second language, before the second language is used as a medium of instruction, are proving to be successful in a number of locations around the world. Such programs encourage community understanding and support, minimize the culture shock for the child entering school, augment the child's sense of personal worth and identity, develop the child's habit of academic success, and utilize the child's fluency in his own language in learning the skills of reading and writing. Conscious control of one's own language facilitates the learning of a second language in the formal school setting. New ideas can be introduced in the mother tongue; reading ability facilitates the learning of a second language. In such bilingual programs, literacy in the mother tongue is followed immediately by learning to read and write in the second language. (RIE)

468. Gumperz, John J. "Linguistic and Social Interaction in Two Communities." American Anthropologist. Vol. 66 (December 1964). pp. 137-153.

469. Gumperz, John J. "On the Linguistic Markers of Bilingual Education." Journal of Social Issues. Vol. 23 (April 1967). pp. 48-58.

470. Hall, Robert A., Jr. Linguistics and Your Language. 2nd revised edition of Leave Your Languae Alone. Garden City, New York: Doubleday. 1960.

A brief, popular discussion relative to language and linguistics. Contains clear, non-technical statement of theories, principles, and methods. (JH)

471. Halliday, M.A.K.; Agnes McIntosh, and Peter Strevers. The Linguistic Sciences and Language Teaching. Bloomington: Indiana University Press. 1964.

A study of the application of modern linguistics to problems of language teaching. The linguistic theory embodied is mostly derived and developed from the works of Firth. The applications cited are largely directed towards ESL teaching. Provides valuable insights into the nature and structure of English. (NYS Bibliography)

472. Hammer, John H. and Frank A. Rice, eds. A Bibliography of Contrastive Linguistics. Washington, D.C.: Center for Applied Linguistics. 1965. (paper)

An unannotated list, alphabetical by language, of contrastive structure studies. Includes books, theses and dissertations, articles, etc. Majority of entries deal with English as one of languages treated. (NYS Bibliography)

473. Hammers, Josiane F. and Wallace E. Lambert. "Bilingual Interdependencies in Auditory Perceptions." Journal of Verbal Learning and Verbal Behavior. Vol. 11 (June 1972). pp. 303-310.
(EJ 059 241)

474. Harris, M.B. and W.G. Hassemer. "Some Factors Affecting the Complexity of Children's Sentences: The Effects of Modeling, Age, Sex, and Bilingualism." Journal of Experimental Child Psychology. Vol. 13 (June 1972). pp. 447-455.
(EJ 060 780)

475. Haugen, Elinar. "Problems of Bilingualism." Lingua. Vol.2 (August 1950).

Social pressure becomes language pressure when one moves from one linguistic community to another. Linguistic conformity takes place when the learner has acclimated himself to the new environment. This article points out that the bilingual, in the process of learning, goes from "erratic substitution" to "systematic substitution" as he becomes more proficient in the new language. (JH)

476. Hess, Karen and John Maxwell. What to Do about Non-Standard Dialects: A Review of the Literature. 1969. 52 pp.
(ED 041 027)

This paper, resulting from a comprehensive search of the literature on dialects and dialect learning from 1960-1969, sets forth some of the major ideas, points of view and recommendations in the following categories: 1, responsibility of the school to recognize and accept different varieties of the English language; 2, early research on "correcting" usage "errors;" 3, descriptive dialect studies (regional, ethnic, social); 4, effects of non-standard usage on learning to read, social status, etc., 5, descriptions of current programs; 6, what teachers should know to deal with non-standard usage; and 7, teacher preparation and classroom practices. Extensive bibliography and glossary of terms included. (RIE)

477. Hughes, M.M. and G.I. Sanchez. Learning a New Language. Washington, D.C.: Association for Childhood Education International. 1958.

478. Hymes, Dell. "Models of Interaction of Language and Social Setting." Journal of Social Issues. Vol. 23 (April 1967). pp. 8-28.

479. Jakobovits, Leon A. Foreign Language Learning: A Psycholinguistic Analysis of the Issues. Rowley, Mass.: Newbury House. 1970.

A critical examination of psycholinguistic implications and psychological and physiological aspects of foreign language learning, compensatory foreign language instruction, problems in the assessment of language learning, and foreign language aptitude and attitude testing. Presents an approach that, the author contends, is adaptable to any methods the teacher currently uses to understand and take into account the strategies of the learner. (NYS Bibliography)

480. Jakobovits, Leon A. "Implications of Recent Psycholinguistic Developments for the Teaching of a Second Language," Language Learning, 18:1 and 2 (June, 1968).

Psycholinguistic theory emphasizes the developmental nature of the language acquisition process; limitation, practice, reinforcement, and generalization are no longer considered theoretically productive concepts in acquisition. Points out the implications of this principle for second language teaching: "transformation exercises" at the phonological, syntactic and semantic levels. (NYS Bibliography)

481. Jakobovits, Leon A. "The Psychological Bases of Second Language Learning." Language Sciences. No. 14 (February, 1971). pp. 22-28.
(EJ 042 819)

482. Jensen, J.V. "Effects of Childhood Bilingualism." Elementary English Vol. 39 (1962). Part I, pp. 132-149

This is the first of two articles reviewing the effects of childhood bilingualism. Some of the negative results discussed are 1) handicaps to speech development, such as sounds, stress and rhythm; 2) disadvantages in language development, such as vocabulary and confused structural patterns; 3) handicaps in intellectual development, especially for children with only superficial knowledge of one language or lacking superior intellectual ability; 4) retardation in educational progress, in reading and studying generally and in specific subjects; and 5) emotional instability and social maladjustment because of his problems in communication. The author also discusses some deleterious effects of bilingualism on society, from the family to nations. The bibliography for both articles is included. (ECK)

483. Jensen, J.V. "Effects of Childhood Bilingualism." Elementary English Vol. 39 (1962). Part II, pp. 358-366.

The first part of this article offers evidence which is contrary to that presented in the previous article. Some researchers have found that bilingualism has no serious adverse effects on speech and language development, that bilingualism does not obstruct, and may actually help, educational achievement. Research which contradicts findings that bilingualism can result in emotional problems and conflicts in society is also discussed. The second part of the article notes recommended attitudes for parents, the elementary school and the public in order to understand and handle bilingualism better. The third section evaluates the literature used for the article, with specific observations about subjects, methodology and investigators. (ECK)

484. Johnson, Francis C. "The Failure of the Discipline of Linguistics in Language Teaching," Language Learning, 19:3 and 4 (December, 1969).

According to the author, even though linguistics is one of the prime variables in language pedagogy, recent concern with it has overshadowed the learning and teaching discipline which, accordingly, has fallen behind the times. (NYS Bibliography)

485. Johnson, L.W. "A Comparison of the Vocabularies of Anglo-American and Spanish-American High School Pupils." Journal of Educational Psychology. Vol. 29 (1938). pp. 135-144

486. Kintsch, Walter. "Interlingual Interference and Memory Processes." Journal of Verbal Learning and Verbal Behavior. Vol. 8 (1969). pp. 16-19

487. Kinzel, Paul. Lexical and Grammatical Interference in the Speech of a Bilingual Child, 1967, 116 pp. (ED 029 273)

The spontaneous speech of a six-year-old bilingual child was analyzed for this study. Grammatical and lexical interference was shown to occur in both languages however the child does not show any evidence of phonological interference in either language. The author concludes that, in spite of considerable lexical and grammatical interference, there is no evidence of a merger of lexicons or grammatical structures. The author also feels that these observations illustrate the validity and completeness of the theoretical framework developed by Uriel Weinrich in Languages in Contact. (RIE)

488. Koutsoudas, Andreas and Olympia Koutsoudas. "A Contrastive Analysis of the Segmental Phonemes of Greek and English." Language Learning, 12:3 (1962).

While specifically concerned with the problems that arise in teaching English pronunciation to native speakers of Greek, this paper provides an insight into the larger problem of language learning and suggests some empirical solutions through the use of contrastive analysis. (NYS Bibliography)

489. Krear, Serafina. Development of Pre-Reading Skills in a Second Language or Dialect. In "Conference on Child Language." preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971. p. 241-263. (ED 060 754)

The bilingual education program in a given community should be based on a sociolinguistic assessment of that community, and community members should be involved in assessing the surrounding bilingual reality and in deciding whether they wish to mirror that reality in the biliteracy program. This paper presents alternatives for bilingual programs based on the nature and objectives of the community. The program models presented illustrate the relative use of the native language or dialect and the second language or dialect in areas of concept development, prereading skills, written and oral language development, and reading instruction. (RIE)

490. Lado, Robert. Linguistics Across Cultures: Applied Linguistics for Language Teachers. Ann Arbor, Mich.: University of Michigan Press. 1957. (paper)

Uses non-technical vocabulary in demonstrating the role that descriptive linguistics can play in a language-teaching situation. Compares sound systems, grammatical structures, vocabulary systems and cultural patterns. (NYS Bibliography)

491. Lambert, Wallace E. "Measurement of the Linguistic Dominance of Bilinguals," Journal of Abnormal and Social Psychology. Vol. 50, no. 2 (March, 1955). pp. 197-200.

492. Lambert, Wallace. "Psychological Approaches to the Study of Language, Part I: On Learnings, Thinking and Human Abilities." Modern Language Journal. Vol. 47 (1963). pp. 51-62

493. Lambert, Wallace. "Psychological Approaches to the Study of Language, Part II: On Second Language Learning and Bilingualism." Modern Language Journal. Vol. 47 (1963).

494. Lambert, Wallace. "A Social Psychology of Bilingualism." Journal of Social Issues. 23:2 (1967). pp. 91-110

495. Lambert, Wallace and Chris Rawlings. "Bilingual Processing of Mixed-Language Association Networks." Journal of Verbal Learning and Verbal Behavior. Vol. 8 (1969). pp. 604-609.

496. Lambert, W.E. and G.R. Tucker. Tu, Vous, Usted. Rowley, Massachusetts: Newbury House Publishers. 1972. $5.50 (paper).

When to be formal, when not? The way we choose to address another determines very clearly how we rank him socially. This book tells the story of how the authors examined the use of the familiar and the unfamiliar in spoken French and Spanish, and the revealing tests they made of the usages. (catalog)

497. Lefevre, Carl A. Linguistics and the Teaching of Reading. New York: McGraw-Hill 264 pp.

Presents the fundamentals of structural linguistics, the study of language as it is spoken. The sound system of American English is described accurately from the smallest to the largest unit, since speech is considered basic to all language learning. A special chapter dealing with the musical qualities of spoken English is quite comprehensive. (NYS Bibliography)

498. Leopold, Werner F. "Speech Development of a Bilingual Child." Four Volumes. Evanston, Ill.: Northwestern University Press, 1939-1950.

499. Levinsky, Frieda L. Research on Bilingualism. March 1972. 74 pp. (ED 062 839)

This discussion of bilingualism and second language learning concerns many linguistic considerations that figure in the problem of language instruction. The motor reports on current research and on the ideas of several noted linguists. Topics considered in this study are the goals of the bilingual education program, reasons for becoming bilingual, a definition of bilingualism, bilingual dominance and balance, types of bilingualism, bilingual barriers, second language study, two kinds of language learning theories, the effective teacher, and test validity. Included also are reports of observations in bilingual classroom observations. The summary from a national survey of linguistic methodology is provided along with a bibliography. (RIE)

500. Levinsky, Frieda L. Theory and Practice of Bilingualism. (1970). 39pp.
(Ed 056 554)

501. Lieberson, Stanley. "Residence and Language Maintenance in a Multilingual City." South African Journal of Sociology. Vol. 1, No. 1 (November 1970). p. 13-22.
(ED 055 465)

502. Lynn, K. "Bilingualism in the Southwest." Quarterly Journal of Speech. Vol. 31 (April 1945) pp. 175-180.

503. Mackey, William F. Free Language Alternation in Early Childhood Education. In "Conference on Child Language." preprints of papers presented at the conference, Chicago, Illinois, November 22-24, 1971. p. 396-432.
(ED 060 755)

At the root of many early childhood bilingual education programs is the widespread belief that the two languages must be used and taught in different contexts, since the failure to do so would inevitably produce a single mixed language. From a study of the results achieved over a ten-year period, it would seem that, if at least one of the languages of the pre-school child is secure as a medium of communication, free language alternation in early childhood education can be used with mixed language populations as a means to promote bilingualism in the kindergarten and primary grades. The language program described in this report encourages free alternation between English and German on the part of teachers and students alike. The force dominating and determining the language alternation is the need to communicate and the desire to please. (RIE)

504. Macnamara, John. "The Bilingual's Linguistic Performance--a Psychological Overview." Journal of Social Issues. Vol. 23, No. 2 (April 1967). pp. 58-77.

505. Macnamara, John. "How Can One Measure the Extent of a Person's Bilingual Proficiency?" in Preprints, International Seminar on the Description and Measurement of Bilingualism, Ottawa: Canadian National Commission for UNESCO, 1967, pp. 68-90.

506. Macnamara, John, Marcel Krauthammer and Marianne Bolgar. "Language Switching in Bilinguals as a Function of Stimulus and Response Uncertainty." Journal of Experimental Psychology. Vol. 78 (1968). pp. 28-215.

The purpose of this study was to measure the speed of language switching. Ss were French-English bilingual college students who were either English-speaking with some knowledge of French, French-speaking with some knowledge of English or equally qualified in both languages. Ss were required to perform various tasks dealing with the naming of numbers. Findings showed that language switching takes an observable amount of time, that the time can be reduced if the bilingual is able to anticipate a switch. In comparison with an equivalent bilingual task, it is concluded that this type of language switching is not a psychological skill particular to bilingualism, but can be applied in a large number of operations in which it is necessary to switch modes of response rapidly. Some theoretical implications of these findings are also discussed. (ECK)

507. Marckwardt, Albert H. & Randolf Quirk. A Common Language. MLA-ACTFL Materials Center. 1964. 79pp. $2.50.

The script for 12 broadcasts over the Voice of American and the BBC. Lively discussion of the varieties of English spoken in different countries with the thesis that they are mutually understandable and equally good. (catalog)

508. Marckwardt, Albert H. The Relationship Between TESOL and the Center for Applied Linguistics. Paper presented at the Sixth Annual TESOL Convention. Washington, D.C., February 29, 1972. (ED 064 997)

509. Marquardt, William F. "The Tenth International Congress of Linguistics: Implications for Teaching English as a Second Language," TESOL Newsletter, 2:1 and 2 (January-March 1968).

Notes that within the area of language study, syntactics, semantics and pragmatics have received much attention but that the "study of ways of bringing about competence in new language behavior" have received very little. Contends that the model the language learner should use ought not to be that of the linguist, but rather a fusion of it with that of the sociologist, the psychologist and the anthropoligist. Notes five major trends that may point up skills and techniques of possible use to teachers in the field. (NYS Bibliography)

510. Meyerson, Marion. "The Bilingual Child." Childhood Education. Vol. 45 (1969). pp. 525-527.

511. Morrison, J.R. "Bilingualism: Some Psychological Aspects." Advancement of Science. Vol. 14 (1958). pp. 287-290.

512. Moulton, William G. A Linguistic Guide to Language Learning. New York: Modern Language Association of America, 1966. (paper)

A clear introduction to the principles of language learning and how language works, including sections on sounds, sentences, words, meaning and writing. Bibliography of useful books on linguistics, phonetics, contrastive structure and language learning. (NYS Bibliography)

513. Nedler, Shari. "Language, the Vehicle; Culture, the Content." Journal of Research and Development in Education. 4:4 (Summer, 1971). pp. 3-9. (EJ 044 589)

514. Ney, James W. "The Oral Approach: A Reappraisal," Language Learning, 18:1 and 2, (June, 1968).

Discussed criticisms of audio-lingual approach by psychologists and transformational linguists, discriminating between those that are justified and those which are not. Suggests that many objectives have been anticipated by language teachers who have not been too doctrinaire. (NYS Bibliography)

515. Ney, James W. "Two Neglected Factors in Language Comparison." Modern Language Journal. 48:3 (1964).

Suggests that pedagogically oriented contrastive studies should take into account the forms that result from false analogy as well as the frequency of occurrence of structures in the target language. (NYS Bibliography)

516. Nichols, Paul E. A Study of the Cooperative Inter-American Tests of Language Usage at the Junior High School Level. Unpublished Master's thesis, University of Texas. 1952.

517. Nida, Eugene. Learning a Foreign Language. New York: Free Press, Foreign Missions Conference of North America. 1957. (revised edition)

A guide for individual language study written from the point of view of modern descriptive linguistics though with a minimum of techinical vocabulary. (JH)

518. Paulston, Christina Bratt. "The Sequencing of Structural Pattern Drills." TESOL Quarterly. Vol. 5 (September 1971). pp. 197-208.

This article is an attempt to re-examine the role and function of structural pattern drills in language learning. The first part of the paper seeks to examine the relevant literature pertaining to drills in order to 1) bring together some of the major references for examining areas of concord and disagreement and 2) to consider the implications for language teaching. The second part of the paper proposes a theoretical classification of structural pattern drills, incorporating the implications found relevant, in order to allow a sequencing of drills which will provide a more efficient working model for the classroom. (author)

519. Politzer, Robert L. "Some Reflections on Pattern Practice." Modern Language Journal. Vol. 18 (1964).

Discusses advantages and disadvantages of pattern practice while cautioning that time devoted to thorough drilling necessarily limits number of structures taught. (NYS Bibliography)

520. Politzer, Robert L. "Toward Psycholinguistic Models of Language Instruction." TESOL Quarterly. Vol. 2 (September 1968).

Discusses the congruence and clash of psychological and pedagogical principles in language teaching and the use of linguistic and psychological principles as tools in the analysis of the teaching process. Analyzes typical lessons. (NYS Bibliography)

521. Reeback, Robert T. "Range of Effectiveness as a Comprehensive Measure of Communication Skill." Language Learning. Vol. 21 (June 1971). pp. 97-106.
(EJ 042 831)

Earlier version of this paper was presented at the annual TESOL convention in New Orleans, Louisiana in March 1971. (CIJE)

522. Rice, Frank A. and Allene Guss. Information Sources in Linguistics: A Bibliographical Handbook. Washington, D.C.: Center for Applied Linguistics. 1965. (paper)

A largely unannotated bibliography divided into sections on fields within linguistics, linguistics and related disciplines, applied linguistics, abstracts, classification systems and manpower. (NYS Bibliography)

523. Richards, I.A. and Christine Gibson. Techniques of Language Control. Rowley, Massachusetts: Newbury House Publishers. 1971. $5.95.

Control of vocabulary and structure is widely held to be a prime influence on language learning. In this book the authors describe their tested approach to limiting vocabulary and syntax in the teaching of English. Their techniques of language control are introduced through Every Man's English, a new list of high utility words for learning English and for clarity of expression. (catalogue)

524. Richards, Jack C. "A Non-Contrastive Approach to Error Analysis." English Language Teaching. Vol. 25 (June 1971). pp. 204-219. (EJ 042 873)

Based on a paper presented at the TESOL convention in San Francisco, California in March 1970. (CIJE)

525. Richards, Jack C. Social Aspects of Language Learning. Paper presented at the Sixth Annual TESOL Convention. Washington, D.C. February 28, 1972. 22 pp. (ED 061 829)

526. Rivers, Wilga M. The Psychologist and the Foreign-Language Teacher. Chicago: University of Chicago Press. 1964.

A critical appraisal of foreign language teaching today (in particular the audio-lingual method) in the light of current psychology and theories of learning. The book is written for the classroom teacher and concentrates on the high school level, with most examples from French. Includes recommendations for the teacher and an appendix describing learning theories. (NYS Bibliography)

527. Rivers, Wilga M. Speaking in Many Tongues: Essays in Foreign Language Learning. Rowley, Massachusetts: Newbury House. 1972. $3.95.

Considers problems such as student dissatisfaction with structual language courses, motivation difficulties, individual differences in means and goals of language learning, etc. and makes concrete proposals toward solving them. Guidelines are established for development and evaluation of language programs, new models of language teaching activities presented, and psychological insights discussed that will assist those involved in language teaching in assessing its meaning for today's students. (catalogue)

528. Roeming, Robert F. "Foreword: Bilingualism and the Bilingual Child--A Symposium." Modern Language Journal. Vol. 49 (March 1965). p. 143.

529. Ronch, Judah; Robert L. Cooper, and Joshua A. Fishman. "Word Naming and Usage Scores for a Sample of Yiddish-English Bilinguals." Modern Language Journal. Vol. 53 (1969). pp. 232-235.

Reviewed the findings of a study using 8 male and 7 female European-born Jewish adults who had used Yiddish as children and who continued active use in the United States. Ss were 55-80 years old, and had resided in the United States for 40-60 years. The societal domains measured were home, ethnic behavior, work, neighborhood, and Jewish cultural activities. A Word Naming test in English and Yiddish was administered, and analysis of variance revealed that the "ratio of English to Yiddish words named varied as a function of domains." Ss rated themselves as using most Yiddish in the Jewish cultural domain. Results indicate that the Ss used the most English in the home domain. Compared with analogous Puerto Ricans, the Yiddish-English bilinguals use more English in the home domain than do the Puerto Ricans." Older Puerto Ricans are still Spanish dominant at work and in church, but appear to be moving toward greater use of English in their homes. (PASAR/DH)

530. Sableski, J.A., Ed. "A Selective Annotated Bibliography on Child Language." Linguistic Reporter. Vol. 7 (April 1965).

A useful bibliography, almost alone in this area; some entries for bilingualism. (NYS Bibliography)

531. Samuels, Marilyn; Allan G. Reynolds, and W.E. Lambert. "Communication Efficiency of Children Schooled in a Foreign Language." Journal of Educational Psychology. Vol. 60 (October 1969). pp. 389-393.

English-speaking children who had received their first two years of instruction exclusively in French, for them a foreign language, were tested for communication skills in both English and French. One experiment examined their ability as decoders of novel information; a second, their proficiency as encoders. In both instances they were found to be as capable as matched control groups of monolingual children. Apparently young children instructed exclusively in a foreign language can apply abilities developed mainly through teacher-pupil interaction, to nonacademic peer-to-peer communication settings, with no decrement in material language performance. (authors)

532. Sánchez, G.I. "The Crux of the Dual Language Handicap." New Mexico School Review. March 1954. pp. 13-15, 38.

533. Sánchez, G.I. "The Implications of a Basal Vocabulary to the Measurement of the Abilities of Bilingual Children." Journal of Social Psychology. Vol. 5 (August 1934). pp. 395-402.

534. Schmidt-Mackey, Ilonka. Language Strategies of the Bilingual Family. In "Conference on Child Language." preprints of papers presented at the conference in Chicago, Illinois, November 22-24, 1971. pp. 85-118.
(ED 060 740)

The subject of language learning of children in bilingual families is considered in this paper. The author discusses practical problems and provides examples from his own family situation in which his children learned French, English and German. The possibility of language mixture is discussed and the author presents some tentative conclusions about the usage of a particular language in a particular situation. If the situation is a natural one, it is likely to motivate the child to use the language of the situation. If the parents do not interfere or force the child to speak a given language in a given situation, the overall linguistic development of the child is likely to be normal. If the parents inconspicuously lead the child into natural contexts in which the probability of language switch is high, the full language learning potential of the situation will have its effect upon the children. (RIE)

535. Spolsky, Bernard. "Language Testing: The Problem of Validation." TESOL Quarterly. Vol. 2 (June 1968).

Discusses the differences between tests for control of instruction, and tests for control of a person's career and the serious difficulty of validation in the second class. (JH)

536. Spolsky, Bernard. "The Limits of Language Education." Linguistic Reporter. Vol. 13 (Summer 1971). pp. 1-5.
(EJ 046 147)

537. Spolsky, Bernard and Wayne Holm. Bilingualism in the Six-Year-Old Navajo Child. In "Conference on Child Language." preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971. pp. 225-239.
(ED 060 747)

538. Stageberg, Norman C. "Structual Ambiguity and the Suprasegmentals." English Record. Vol. 21 (April 1971). pp. 64-68.
(EJ 047 665)

After teaching the basic suprasegmental patterns, an ESL teacher can profitably continue with those other patterns which are useful in distinguishing meanings and whose absence on the printed page will sometimes result in double meaning. (CIJE)

539. Swain, Merrill. Bilingualism, Monolingualism and Code Acquisition. In "Conference on Child Language." preprints of papers presented at the conference. Chicago, Illinois. November 22-24, 1971. pp. 209-224.
(ED 060 748)

540. Tarone, Elaine E. A Suggested Unit for Interlingual Identification in Pronunciation. Paper presented at the Sixth Annual TESOL Convention. Washington, D.C. February 28, 1972. 11 pp.
(ED 060 726)

541. Thonis, Eleanor. The Dual Language Process in Young Children. In "Conference on Child Language." preprints of papers presented at the conference. Chicago, Illinois. November 22-24, 1971. 15 pp.
(ED 061 812)

Problems attributed to dual language learning in early childhood have been exaggerated and may be the result of failure to control significant research variables. The relationship between a child's acquisition of a language and his ability to think must be better understood for closer investigation of the effects of dual language learning. Several conditions do appear to be conducive to promoting dual language acquisition. It seems that the two languages should be kept in separate contexts so that coordinated language systems might develop. The best language models must be available in both languages. A rich and varied background of environmental encounters is important as are acceptance of the child's uniqueness, respect for his native language, appreciation of his cultural heritage and attention to his specific language requirements. Curriculum design for early childhood bilingual education should take these conditions into account and encourage improved oral language ability and introductory literacy skills in the native language, intensive oral language development and readiness for literacy in the second language, and access to knowledge in the stronger language. (RIE)

542. Tireman, L.S. "The Bilingual Child and His Reading Vocabulary." Elementary English Review. Vol. 32 (January 1955). pp. 33-50.

543. Tireman, L.S. "Bilingual Children." Review of Educational Research. Vol. 14 (June 1944). pp. 273-278.

544. Troike, Rudolph and Roger Abrahams. Language and Cultural Diversity in American Education. New York: Prentice-Hall. 1972.

545. Upshur, John A. "Four Experiments on the Relation between Foreign Language Teaching and Learning." Language Learning. Vol. 18 (June 1968).

Experiments reported here indicated that 1, language learning is not related to the amount of formal language instruction for those students concurrently enrolled in academic classes, and that 2, sequential mastery of materials is not necessary for learning in an intensive foreign language program. (NYS Bibliography)

546. Upshur, John A. and Julia Fata, Eds. "Problems in Foreign Language Testing." Language Learning. Special Issue #3. August 1968.

Contains a wide selection of relevant articles from the proceedings of a conference at the University of Michigan in September 1967. (NYS Bibliography)

547. Valdman, Albert, Ed. Trends in Language Teaching. New York: McGraw-Hill. 1966. (paper)

Includes articles, many hitherto unprinted, in the areas of linguistics, programmed instruction, language laboratory technology, literature, etc., related to current language teaching. (NYS Bibliography)

548. Van Syoc, Bryce, Ed. "Linguistics and the Teaching of English as a Foreign Language." Language Learning. Vol. 8 (June 1958).

A special issue devoted entirely to articles dealing with the topic from differing perspectives during the height of the "structuralist-approach" period. (NYS Bibliography)

549. Wolfram, Walt. An Appraisal of ERIC Documents on the Manner and Extent of Non-Standard Dialect Divergence. 1969. 23 pp. (ED 034 991)

This paper examines and evaluates 11 [illegible]cuments dealing with the manner and extent to which non-[illegible]alects differ from standard English. The author pres[illegible]ficit (non-standard dialect is a deficient form of standard [illegible]nd difference (different but equal status of all dialec[illegible] of explicating language varieties. Also discusses the basic assumptions about the nature of language with which the deficit model is in conflict. (author/JH)

550. Yotsukura, Sayo. A Structual Analysis of the Usage of the Articles in English. Unpublished Ph.D. Dissertation, University of Michigan. 1963.

551. Young, Rodney W. The Development of Semantic Categories in the Spanish-English and Navajo-English Bilingual Children. In "Conference on Child Language." preprints of papers presented at the conference. Chicago, Illinois. November 22-24, 1971. pp. 193-208. (ED 060 749)

The experiment described in this report considers whether children who learn a second language will develop the same semantic system as monolingual children or whether their semantic system will be different because of linguistic or cultural interference, and also whether the bilingual child develops separate meaning systems for his two languages or whether he operates by means of a single system. The experiment compares the relative difficulty of certain semantic constructions in comprehension tests for two groups of young bilingual children: Spanish-English bilinguals and Navajo-English bilinguals. Details and results are provided. Findings indicate that bilingual children do not parallel monolingual children in patterns of difficulty of semantic categories. Categories not present in their first language are appreciably more difficult in relation to the other categories than for monolingual children. (RIE)

Linguistic Studies of Puerto Ricans on the Mainland

552. Berney, Tomi D., Robert L. Cooper, and Joshua A. Fishman. "Semantic Independence and Degree of Bilingualism in Two Puerto Rican Communities." Revista Interamericana de Psicologia. Vol. 2 (1968). pp. 289-294.

The Spanish and English word naming and word association responses of two groups of Puerto Rican respondents, one living on the island, the other on the Mainland, were analyzed in terms of words produced in the weaker language for each of five societal domains. Subjects on the Island gave significantly higher translation equivalent ratios than did the others. The domains of family and neighborhood exhibited the smallest translation equivalent ratios, and the domains of education and religion, the largest. Semantic independence and relative bilingual proficiency were found to be largely independent dimensions, with the former reflecting the coordinates of the bilingual's language system. (PASAR)

553. Cooper, Robert L., Barbara R. Fowles, and Abraham Givner. "Listening Comprehension in a Bilingual Community." Modern Language Journal. Vol. 53 (1969). pp. 235-244.

This article describes a technique which was designed to determine a more direct way of determining both bilingual proficiency and listening comprehension ability. It was also devised to reflect bilingual proficiency in different social contexts. Stimuli were five tape-recorded natural conversations between Spanish-English bilingual residents of New York; the "actors" agreed on a social situation and carried out a conversation, switching languages as they felt it appropriate. Ss were 48 Puerto Ricans over the age of 13, living within a four-block section of "dowtown" Jersey City. The conversations were played twice to the respondent and questions were asked which were designed to assess both comprehension and interpretation of social aspects, e.g. role relationships, degree of intimacy, etc. For each subtest, the percentage of correctly answered items assessing comprehension of the English portion was subtracted from the percentage of correctly answered items assessing comprehension of the Spanish portion. Thus, positive scores meant greater comprehension of English. Independent judges rated the respondents on the following five variables: accented speech, reading, writing, Spanish repertoire range and English repertoire range. The listening comprehension portions were also administered to 20 high school students who had completed three or four years of Spanish and 19 Latin American students in an advanced course in English as a Second Language at a New York City university. Results show moderate correlations among the degree of bilingualism scales. The authors note that bilingualism can vary along partially independent dimensions; therefore, reliance upon performance in a single mode can result in an inadequate estimate of bilingual ability. The usefulness of a contextualized approach to measuring bilingual skills is emphasized, and a discussion of the uses of this technique is also included. (ECK)

554. Cooper, Robert and Lawrence Greenfield. "Word Frequency Estimation as a Measure of Degree of Bilingualism." Modern Language Journal. March 1969. pp. 163-166.

The purpose of the study was to determine the utility of a word frequency estimation task as a measure of degree of bilingualism. Ss were 48 Puerto Ricans, age 13 or older, living in a Puerto Rican neighborhood in Jersey City, New Jersey. The procedure involved having a subject rate 75 commonly used English and Spanish words in terms of frequency that he had heard it or said it. Results showed that greater use of Spanish than English words was associated with greater facility in speaking Spanish than speaking English, use of Spanish more than English at home, greater word production in Spanish, a predominance of Spanish accent and use of fewer speech styles in speaking English. (ECK)

555. DeJesús, C. A Study of Language Development and Goodenough IQ of Puerto Rican Preschool Children in New York City. Unpublished Master's thesis, Fordham University. 1952.

556. Fishman, Joshua. "A Sociolinguistic Census of a Bilingual Neighborhood." in Joshua A. Fishman, Robert L. Cooper and Roxana Ma, et al., Bilingualism in the Barrio. Final Report. Washington, D.C.: Office of Education. 1968. pp. 260-269. (ED 026 546)

557. Fishman, Joshua A., et al. Bilingualism in the Barrio. Final Report. (ED 026 546)

Presents excerpts from a report of bilingualism in a predominantly lower class urban Puerto Rican community in the United States, and aspects of the larger network of communication media and communication elites through which it is tied to the Puerto Rican community of a larger metropolitan area. Those sections of the report judged relevant to language teachers are presented (in Modern Language Journal, Vol. 53 (1969). pp. 151-185.), including papers by Joshua Fishman, Cooper and Greenfield, Edelman, and Berney, dealing with: a) measurement and description of widespread and relatively stable bilingualism; b) word frequency estimation as a degree of bilingualism; c) contextualized measures of degree of bilingualism; d) contextualization of schoolchildren's bilingualism; and e) semantic independence and degree of bilingualism in two communities. (PASAR)

558. Golaski, Clare T. Language Interference and Visual Perception of Native and Puerto Rican Speakers of English in Second Grade. Master's thesis, Rutgers University. 1971. (ED 051 981)

Study sought to determine whether language interference would have a significant effect on visual perception. Puerto Rican participants had been instructed in aural-oral English skills for 2 years. The Figure and Ground Test from the Holmes-Singer Language Perception Tests, Series E-J, was used. Study revealed no significant differences between the two groups. Test materials, tables, and a bibliography are included. (RIE)

559. Kriedler, Charles. A Study of the Influence of English on the Spanish of Puerto Ricans in Jersey City, New Jersey. Unpublished Ph.D. Dissertation, Michigan State University. 1958. (Dissertation Abstracts. Vol. 19 (1958). pp. 527-528.)

The purpose of this study was to measure the amount and nature of change in the Puerto Rican dialect in Jersey City as a result of their exposure to English. Data for the study were obtained from 30 Ss who responded to a prepared questionnaire. The 30 Ss were chosen to give representation to all groups according to age, length of residence, exposure to English, etc. The conclusions indicate that the Puerto Ricans in Jersey City adopted forms of English more readily than the English speakers adopted forms of Spanish. In borrowing linguistic forms, the occurrence of a native phoneme in a new position is more likely than the appearance of a new phoneme. When a new phoneme is "borrowed" into the language, it is usually because there is no Spanish phoneme that can be used in its place. (DH)

560. Labov, W., et al. A Preliminary Study of the Structure of English Used by Negro and Puerto Rican Speakers in New York City. Cooperative Research Project Report No. 3091. 1968. (ED 028 423) and (Ed 028 424)

The purpose of this investigation was to ascertain the differences between non-standard Negro English of Northern ghetto areas (NNE) and the standard English required in the classroom (SE). Though the title of the project suggests that a study of Puerto Rican speech patterns is included, it should be noted that there is little material here for the student of bilingualism among Puerto Ricans in New York City. The field work for the study was done in Central Harlem; Ss were classified by the investigators as speakers of non-standard Negro English (NNE), standard English (SE), and White non-standard English (WNSE). An analysis of the structure of NNE presents the following differences: 1) frequent generalizations of rules found in other English dialects; 2) the systematic variation of past tense and stem clusters; 3) the irregularity of s, z inflections; 4) the negative syntax of NNE which distributes the negative particle more consistently and to a wider range of environments; and 5) some fluctuation in the use of tense inversion. Analysis of data collected from repetition tests shows that many NNE speakers have an asymmetrical system of perception and production; they understand SE forms but produce NNE forms in response. Individual investigators vary greatly in their perception of the differences between NNE and SE forms. As a general conclusion, the authors state that the apparent categorical rules of NNE prevent consistent repetition of SE forms. (DH)

561. Ma, Roxana and Eleanor Herasimchuk. "Linguistic Dimensions of a Bilingual Neighborhood." In Joshua A. Fishman, Robert L. Cooper and Roxana Ma, et al., Bilingualism in the Barrio. Final Report. Yeshiva University. Washington, D.C.: Office of Education, Department of Health, Education and Welfare. 1968.

562. Mergal, Margaret Z. Structural Problems in the Written Use of English by Puerto Ricans. Unpublished Ph.D. Dissertation, Teachers College, Columbia University. 1959.

563. Reinstein, Steven and Judy Hoffman. "Dialect Interaction Between Black and Puerto Rican Children in New York City: Implications for the Language Arts." Elementary English. Vol. 49 (February 1972). pp. 190-196.

This article describes a project which was designed to measure the effects of black peers upon the English dialect spoken by Puerto Rican children in New York City. Two groups of 15 Puerto Rican fourth graders were selected. The groups were alike in such things as length of residence in the same area, lack of speech or auditory defects or speech training, the fact that both parents were born in Puerto Rico and that the children were Spanish-speaking; the distinguishing characteristic was the amount of opportunity to interact verbally with black peers. Instruments used were Gross's Pronunciation Test for Negro Dialect and Gross's Auditory Discrimination Test for Dialect Sounds. Results showed that the dialect articulation of Puerto Rican students who interacted with black children was significantly different from those Puerto Ricans with little interaction and that dialect articulation and auditory discrimination on tests validated for black children were highly correlated for Puerto Rican children. The authors also discuss some implications for education and indicate that they plan to do additional research. (ECK)

564. Sardy, Susan J. Dialect, Auditory Discrimination and Phonics Skills. Unpublished Ph.D. Dissertation, Yeshiva University. 1969. (Dissertation Abstracts. Vol. 30 (1970). pp. 2914-2915A)

The study was designed to investigate the relationship between residential segregation in a large urban area and selected auditory discrimination and phonics skills among 240 lower and middle class Black, White and Puerto Rican fourth graders from segregated schools in New York City. Ss responded to tapes prepared for this study which included a 41-item Auditory Discrimination Test and an 81-item decoding Phonics Test of regular sound. The ethnolinguistic group distributions of auditory discrimination scores differed significantly, at .01 level, after correction for vocabulary score: the

Puerto Rican group had the greatest difficulty; the Black group had the largest portion of highest scores; and the White group did significantly better than all the others. On the Phonics Test, however, the scores of the Puerto Rican and Black Ss did not differ significantly from the White group. Socioeconomic class was found to be a far more significant determinant, with middle class children far outperforming their lower-class counterparts. (DH)

565. Shiels, Marie Eileen. *Dialects in Contact: A Sociolinguistic Analysis of Four Phonological Variables of Puerto Rican English and Black English in Harlem.* Unpublished Ph.D. Dissertation, Georgetown University. 1972.
(*Dissertation Abstracts International.* Vol. 32 (1971-1972). p. 6959A.)

This project studied the effects of Black English on Puerto Rican English. Information was gathered from tapes of informal conversations with 43 adolescent boys. The informants were from three groups: Puerto Ricans with little contact with blacks, Puerto Ricans with extensive contact with blacks and blacks. Four phonological variables were studied. All three groups were similar for one variable, showing almost complete assimilation of Puerto Ricans to black patterns; for the other three variables, those Puerto Ricans with more contact with blacks had speech patterns which approximated black speech closer than those Puerto Ricans with less contact with blacks. (DH)

566. Silverman, Stuart Harold. *The Effects of Peer Group Membership on Puerto Rican English.* Unpublished Ph.D. Dissertation, Yeshiva University. 1971.
(*Dissertation Abstracts International.* Vol. 32 (1971-1972). p. 5621A.)

This study was designed to determine the effects of peer-group influence on language development. Ss were three groups of junior high school students: Group I, Puerto Rican students with black friends; Group II, Puerto Ricans without black friends, and Group III, blacks. Each child was measured five ways to determine which group used the greatest amount of Black Non-Standard English for each of 11 phonological variables. The hypothesis was that Group III would have the greatest amount and Group II the least amount. The results were discussed on the basis of their implications for education, and seem to indicate that, unless the schools can displace the peer group as the greatest influence on language development, non-standard speakers of English will not speak standard English. The desirability of having society accept non-standard English rather than teaching standard English was also discussed. (ECK)

567. Terry, Charles E. and Robert L. Cooper. "A Note on the Perception and Production of Phonological Variation." *Modern Language Journal.* Vol. 53 (1969). pp. 254-255.

This article described a study on phonetic analysis of 36 bilingual Puerto Rican subjects in an urban setting. Sixteen taped English and Spanish items were presented to each subject in groups of three alternatives to test for perception of variation in "phonetic realizations." Linguists had devised three criteria scales: A) English repertoire range, B) accentedness, and C) reading. Results indicate that the bilingual subjects' perception of phonoligical variation in both English and Spanish was not significantly related to the frequency of their production of these variables. (PASAR)

568. Thomas, Alexander. Retardation in Intellectual Development of Lower-Class Puerto Rican Children in New York City. New York: Department of Psychiatry, New York University. 1967.
(ED 017 591)

The objectives of this study were 1) to identify any patterns of behavioral and intellectual function which appear to be detrimental to optimal learning and development; 2) to identify inter- and extra-familiar influences which produce the above patterns; and 3) to identify favorable patterns which can be used to prevent or remedy the situation. The population to be studied was lower-class Puerto Rican children in New York City. The Ss were two groups of Puerto Ricans: 95 in one group which was followed from infancy, and 155 in the other group which consisted of their older siblings. For comparative purposes, two groups of advantaged white children were also tested. All children between the ages of 6 and 14 were administered the WISC; those children between the ages of 15 and 17 were administered the WAIS. The areas of investigation were as follows: the problem of IQ score decrement with increase in age; below normal academic achievement; differences in behavioral style; language development, as affected by bilingualism; and the effects of child care practices, home environment and family characteristics on the child's development. Analysis of data was not complete, as this was an interim report. However the following conclusions were presented by the author: 1) the population of Puerto Rican children tested were retarded in school achievement; 2) the findings do not show a decrement in IQ level between pre-school and school ages, indicating that the retardation in intellectual achievement is not a result of cultural deprivation, etc.; 3) language development is not retarded by bilingualism; and 4) other factors must be responsible, (e.g. poor schooling, inappropriate teaching methods). The author noted that some factors in the home environment may also be at fault, but any such conclusions must be withheld pending complete analysis of the findings. (DH)

569. Weissman, Julius. An Exploratory Study of Communication Patterns of Lower-Class Negro and Puerto Rican Mothers and Pre-School Children. Unpublished Ph.D. Dissertation. 1966.
(Dissertation Abstracts. Vol. 27 (1967). pp. 2960A-3961A.)

The purpose of the investigation was to explore the assumption that lower-class child-rearing patterns socialize passive behavior and lack of motivation for learning in children. Ss were mothers and pre-school age children from low-income Puerto Rican and Black groups. The nature and degree of the "assumed passivity" were studied in terms of the forms and patterns of the verbal and non-verbal communications between mother and child pairs in both home and school settings. The findings indicate that Puerto Rican mother-child pairs are much more active at home than in the school setting; the opposite was true for the Black group. "The Puerto Rican group had higher activity rates in the 'teaching' category, in the reinforcement of verbal praise, smiles, touch contacts, and related areas. The Black group was more active in the use of verbal admonitions, 'don'ts' in critical comments, in directing and coercing verbal and non-verbal communications." The Puerto Rican mother-child pairs were more active and responsive in the interpersonal processes of communication than the Black mother-child pairs. (DH)

570. Williams, George M., Jr. Puerto Rican English: A Discussion of Eight Major Works Relevant to Its Linguistic Description. Cambridge, Masschusetts: Language Research Foundation Report #3. 1971. 49 pp.
(ED 051 709)

Discussion of eight major works relevant to a linguistic description of Puerto Rican English seeks to contribute a more unified theory of bilingualism and second language acquisition. The author's observations on phonological, lexical and morphological, and syntactic implications are presented in an attempt to coordinate the theory. (RIE)

571. Williams, George. Some Errors in English by Spanish-Speaking Puerto Rican Children. Cambridge, Massachusetts: Language Research Foundation Report #6. January 1972. pp. 85-102.
(ED 061 850)

The purpose of the investigation reported in this document is to determine the range of errors in the spontaneous speech of Puerto Rican children of intermediate English ability in order to provide specific information on phonetic and morphological deviations from standard English for use in curriculum development. The study first considers common pronunciation problems, many attributed to the influence of Spanish. Problems with vowels, diphthongs, consonants, consonant clusters, stops and aspirants are discussed. Syntactic problems with auxiliaries, tense and number, object complements, negation, structures difficult to understand and miscellaneous lexical items are also considered. Examples of errors are provided. (RIE)

572. Wolfram, Walt. Overlapping Influence and Linguistic Assimilation in Second Generation Puerto Rican English. Paper presented at the 1971 American Anthropological Association Conference. New York, New York. 1971. 48 pp.
(ED 057 665)

The English spoken by second generation Puerto Ricans in Harlem is influenced by black English heard in the surrounding community, standard English used in the school, and the Spanish-influenced English used by the first generation Puerto Rican community. The study of these influences is conducted according to recently developed sociolinguistic principles which state that various social dialects in the United States are not differentiated from each other by discrete sets of features but by variations in the frequency with which certain features occur. The author examines two phonological variables in Puerto Rican English and discusses the linguistic processes at work in the variations and the influences of contact with the dialects mentioned above. The author devises rules accounting for various constraints in the variations. The discussion of the variables helps to isolate several sociolinguistic principles concerning such concepts as vestigal interference, convergent processes, and assimilation variants. A case of grammatical variation is also considered in relation to the influencing dialects. A bibliography is included. (RIE)

573. Wolfram, Walt and others. Overlapping Influence in the English of Second Generation Puerto Rican Teenagers in Harlem. Final Report. Washington, D.C.: Center for Applied Linguistics. U.S. Office of Education, Cooperative Research Program. 1971. 560 pp.
(ED 060 159)

This research is an attempt to determine the relative influence of Black English and Puerto Rican Spanish in the speech of Puerto Ricans raised contiguous to the black community in Harlem. The first chapter provides a general introduction to the study of this variety of Puerto Rican English and a description of the sample on which this study is based. In Chapter Two, a general sociocultural picture of various aspects of the Puerto Rican community is given, particularly as it relates to the surrounding black community. A number of selected variables in Puerto Rican English are examined in Chapter Three, building on the descriptive framework of variable rules in generative-transformational grammar. Chapter Four deals with the assimilation of linguistic features from Black English in three groups within the continuum of second generation Puerto Rican speakers in Harlem. The final chapter consists of a nontechnical description of the differences between Puerto Rican English and Standard English among second generation Puerto Ricans in Harlem, intended as a practical guide for educators who want to know some of the main characteristics of the dialect without the formalization or detail that is involved in the third chapter. (RIE)

Linguistic Studies of Other Non-English-Speakers on the Mainland

574. Ajubita, Maria Luisa. Language in Social Relation to the Mexican-American Problem. Unpublished Master's thesis, Tulane University. 1943.

575. Arnold, Richard D. Reading Skills of Afro-and Mexican-American Students. Paper presented at the meeting of the International Reading Association. Atlantic City, New Jersey. April 19-23, 1971. 12 pp.
(ED 055 727)

576. Baugh, Lila. A Study of Pre-School Vocabulary of Spanish-Speaking Children. Unpublished Master's thesis, University of Texas, 1933.

577. Broman, B.L. "Spanish-speaking Five-year old." Childhood Education. Vol. 48 (April 1972). pp. 362-364.
(EJ 056 391)

578. Browning, Horace N. A Comparison of the Spanish-Speaking and English Speaking Children in Nine Schools Over a Four-Year Period. Unpublished Master's thesis, University of Texas. 1944.

579. Callicut, Laurie T. Word Differences of Mexican and Non-Mexican Children. Unpublished Master's thesis, University of Texas. 1934.

580. Cervenka, Edward. Final Report of Head Start Evaluation and Research 1966-67 to the Institute for Educational Development, Section VI: The Measurement of Bilingualism and Bicultural Socialization of the Child in the School Setting. The Development of the Instrument. 1970. 236 pp.
(ED 019 122)

A study to develop instruments to measure child bilingualism and bicultural socialization was conducted in Del Rio, Texas. Three instruments were developed: 1) a series of six tests for measuring linguistic competence in English; 2) a similar series for Spanish; and 3) a series of three instruments for measuring socialization. Test batteries focused on the oral-aural use of language in realistic school situations. Analysis of results showed that children in the bilingual program were as competent in English as those learning only in English and they were also better adjusted socially. Test instrument validity and reliability was determined and item analysis carried out. Document mainly composed of test instruments and analysis of experimental data. (RIE)

581. Christian, Chester C., Jr. Differential Response to Language Stimuli before Age 3: A Case Study. In "Conference on Child Language." preprints of papers presented at the Conference. Chicago, Illinois. November 22-24, 1971. pp. 1-14.
(ED 060 745)

This case study describes the language development of a preschool child exposed to Spanish in her home environment and to English outside the family. It is the parents' hope that the child will learn to speak, read, and write Spanish first, while learning English before entering school. Her progress is described in this report, as are outside factors accounting for specific development. Prestige is regarded as a key factor in the learning of a second language, with the degree of success or failure of bilingual education in the home or school proportionate to the degree to which prestige is associated with each language being learned. (RIE)

582. Haught, B.F. "The Language Difficulty of Spanish-American Children." Journal of Applied Psychology. Vol. 15 (February 1931). pp. 92-95.

583. Levine, Helen Faith. "Linguistic and Paralinguistic Changes in Spanish-Speakers Learning English." English Language Teaching. Vol. 25 (June 1971). pp. 288-296.
(EJ 042 877)

584. Linn, George B. "Linguistic Functions of Bilingual Mexican-American Children." Journal of Genetic Psychology. Vol. 111 (1967). pp. 183-193.

585. Linn, George B. A Study of Several Linguistic Functions of Mexican-American Children in a Two-Language Environment. San Francisco, California: R and E Research Associates. 1971. (originally published June 1965)
(ED 065 263)

586. Moran, Mattie B. A Study of Oral and Reading Vocabulary of Beginning Spanish-Speaking Children. Master's thesis, University of Texas. 1940.

587. Manuel, Herschel T. "A Comparison of Spanish and English--Reading and Arithmetic." Journal of Applied Psychology. Vol. 19 (April 1935). pp. 189-202.

588. Natalicio, Diana S. and Frederick Williams. "What Characteristics Can 'Experts' Reliably Evaluate in the Speech of Black and Mexican-American Children." TESOL Quarterly. Vol. 6 (June 1972). pp. 121-127.
(EJ 060 715)

589. New England Regional Spanish-Speaking Council. Overview of the Problems Encountered by New England's Spanish-Speaking Population. Hartford, Connecticut: New England Regional Spanish-Speaking Council. 1970.

590. Ornstein, Jacob. Language Varieties Along the U.S.-Mexican Border. 1969. 27 pp.
(ED 032 520)

The U.S. Southwest, and particularly the region along the 1,000 mile U.S.-Mexican border, offers a ready laboratory for the observation of many phases of multilingualism and multiculturalism. The author feels, however, that the rich sociolinguistic material of the area has suffered from over-simplification and neglect. The author explains briefly the Sociolinguistic Study on Southwest Spanish (supported by the University of Texas at El Paso's Research Institute) and presents a survey of the historical evolution of the study of multilingualism. He also suggests a schema of the language situation in the Southwest. (RIE)

591. Palmer, M.B. "Effects of Categorization, Degree of Bilingualism, and Language upon Recall of Select Monolinguals and Bilinguals." Journal of Educational Psychology. Vol. 63 (April 1972). pp. 160-164.

This study was designed to measure the effects of categorization, degree of bilingualism and language upon recall. Ss were schoolchildren in grades 5-8 who, on the basis of a self-report and a reaction time technique, were determined to be monolingual English, strong English, strong Spanish and balanced English-Spanish. The material consisted of two word lists. The categorized list was made up of 40 words in four semantic categories; the non-categorized list was composed of one word from each of 40 semantic categories. Results showed that recall was better for all groups for the categorized list and that students of lower socioeconomic class did better in recall in English; it was also noted that recall in English was superior for all groups. Because the results seem to show that Spanish was not the "stronger" language for these students, the author questions whether bilingual education programs are helping the students or are creating more interference between the two languages. (ECK)

592. Peña, Albar Antonio. A Comparative Study of Selected Syntactical Structures of the Oral Language Status in Spanish and English of Disadvantaged First-Grade Spanish-Speaking Children. Ph.D. Dissertation, University of Texas. 1967. 152 pp. (ED 045 961)

This study presents an intensive comparative analysis of selected basic sentence patterns and transformations in Spanish and English manifested in the responses of Spanish-speaking disadvantaged children selected to receive instruction in special programs. The hypothese of this study, designed to test for similarities and differences in the oral languages of the four groups selected were that 1) there were no significant initial differences between the groups, including sex, in pretest scores; 2) there were no significant differences between group means and function of treatment. In general, these hypotheses were "supported by the results." (RIE)

593. Peñalosa, Fernando. Chicano Multilingualism and Multiglossia. 12 pp. (ED 056 590)

The linguistic situation of the Mexican-American community is complex, involving multiglossia and multilingualism. Various language codes and different blendings of English and Spanish are in use within the community. Educators should decide which code they will use in their planning. Research is needed to consider the various codes and their roles and relationships to improve the educational system for the Mexican American. (RIE)

594. Rodríguez-Bou, Ismael. A Study of the Parallelism of English and Spanish Vocabulary. Rio Piedras: University of Puerto Rico, Superior Education Council of Puerto Rico. 1950.

595. Ryan, Louise T. Common Errors in English Language Usage Made by Spanish-speaking Pupils. Unpublished Ph.D. Dissertation, New York University. 1950.

596. Sabatino, David A. and others. "Perceptual, Language and Academic Achievement of English, Spanish and Navajo Speaking Children Referred for Special Classes." Journal of School Psychology. Vol. 10 (March 1972). pp. 39-46.
(EC 04 1641)

The purpose of this study was to determine the perceptual, language and academic achievement functions of English, Spanish and Navajo children experiencing learning problems and referred for placement into special education classes. Those test variables which discriminated among the native-English-speaking children and the children who spoke Spanish or Navajo natively were, as predicted, those tasks which involved knowledge of the linguistic rules of English. It would seem that, taken as a group, the school learning problems experienced by the native Spanish- or Navajo-speaking children were the result of their limited linguistic competence in English, the language of instruction, in their classrooms. (EC)

597. Skrabanek, R.L. "Language Maintenance among Mexican-Americans." Civil Rights Digest. Vol. 4 (Spring 1971). pp. 18-24
(EJ 044 625)

An examination of language retention among the Mexican-Americans and the factors involved in their language maintenance despite pressure from a dominant American society strongly supporting the use of the English language. (CIJE)

598. Spector, Sima. Patterns of Difficulty in English in Bilingual Mexican-American Children. Master's thesis. February 1972. 34 pp.
(ED 066 083)

The document first provides a review of relevant literature defining bilingualism, inherent characteristics of bilingualism, academic and psychological problems created by bilingualism, and essentials of language proficiency, and discusses specific patterns of difficulty to be expected in English-language performance. The author then describes an experiment conducted among 15 bilingual and 15 monolingual children to determine patterns of difficulty. The findings confirm the investigations and statements of linguists as to areas of difficulty for bilingual speakers; however, the similarity of performance by their monolingual, English-speaking peers indicates that other dynamics influence the language development of children in both groups. These factors must also be investigated. (RIE)

599. Stern, Carolyn and Diane Ruble. Teaching New Concepts to Non-English Speaking Preschool Children. California University, Los Angeles. Washington, D.C.: Office of Economic Opportunity, Office of

Education, Cooperative Research Program. August 1970. 36 pp. (ED 054 903)

Fifteen Mexican-American children from four Head Start classes were the Ss in this study, which tested three hypotheses: 1) that children whose first language is Spanish and who are instructed in Spanish will require significantly fewer trials to learn a new concept than children instructed either in English or bilingually; 2) that children receiving the first set of new concepts in English will learn a second instance of the new concept taught in English more readily than children who were taught the first use of the concept in Spanish; and 3) that, on a Spanish language criterion test, children taught concepts in English will do as well as children taught those concepts in Spanish or bilingually. The procedure included pretesting with the Goodenough Draw-A-Man Test and the Expressive Vocabulary Inventory in both English and Spanish; the instructional program; a criterion test in the appropriate language using a series of booklets developed to teach the conceptual task which was designed to test the hypotheses; and a posttest. Study results rejected hypotheses 1 and 2, while hypothesis 3 could not be rejected. An appendix contains lessons used in the instructional program. (RIE)

600. Stockwell, R.P. and J. Donald Bowen. The Sounds of English and Spanish. Chicago: University of Chicago Press. 1960.

Contrastive linguistic analysis describing the similarities and differences between English and Spanish, and intended to offer a basis for the preparation of instructional materials, the planning of courses, and the development of classroom techniques. The style is moderately technical. (JH)

601. Stockwell, R.P.; J. Donald Bowen and J.W. Martin. The Grammatical Structures of English and Spanish. Chicago: University of Chicago Press. 1960.

Contrastive linguistic analysis describing the similarities and differences between English and Spanish, and intended to offer a basis for the preparation of instructional materials, the planning of courses, and the development of classroom techniques. The style is moderately technical. (JH)

602. Tireman, L.S. "A Study of Fourth-Grade Reading Vocabulary of Native Spanish-Speaking Children." Elementary School Journal. Vol. 46 (December 1945). pp. 223-227.

603. Tireman, L.S. and others. "Vocabulary Acquisition of Spanish-Speaking Children." Elementary English Review. Vol. 12 (May 1935). pp. 118-119, 144.

604. Tireman, L.S. and V.E. Woods. "Aural and Visual Comprehension of English by Spanish-Speaking Children." Elementary English Review. Vol. 4 (November 1939). pp. 204-211.

605. Williams, Frederick and Geraldine Van Wart. On the Relationship of Language Dominance and the Effects of Viewing CARRASCOLENDAS. Texas University, Austin. Center for Communication Research. September 1972. 8 pp.
(ED 066 058)

A study was made of the relationship between the language dominance of a child and the effects of viewing a bilingual television program called Carrascolendas. A previous study showed that the program did have an effect on average knowledge gains among viewers. In order to ascertain whether these gains were in some way related to the language dominance of the child, and index was constructed to determine the child's language dominance--Spanish, English, or bilingual. When this index was correlated with gains made as a result of viewing the program no significant evidence was found that the effects of viewing Carrascolendas were related to, or dependent upon, the child's language dominance. (RIE)

G. Studies of the Scholastic Achievement and Evaluation of Puerto Rican and other Non-English Speaking Children in Mainland Schools

606. Anderson, James et al. "Stability and Change among Three Generations of Mexican-Americans: Factors Affecting Achievement." American Educational Research Journal. 8:2 (March, 1971). pp. 285-309.
(EJ 041 768)

607. Anderson, James and William H. Johnson. Sociocultural Determinants of Achievement Among Mexican-American Students. University Park, New Mexico: New Mexico State University. 1968. 45 pp.
(ED 017 394)

608. Arnold, R.D. "Reliability of Test Scores for the Young 'Bilingual' Disadvantaged." Reading Teacher. Vol. 22 (1969). pp. 341-345.

This paper examines the results produced when tests whose norms were established on a middle class Anglo population were administered to minority students. Ss were over 200 Mexican-American third graders in various schools in San Antonio, Texas. The tests were the Metropolitan Achievement Tests, the Inter-American Reading Tests (parallel tests in Spanish and English) and the IPAT Culture Fair Test. Answers were sought for two questions: 1) What will happen to the reliability of a test standardized on middle class Anglo-Americans if it is given to disadvantaged bilingual students? and 2) How does the reliability of a standardized test compare to that of a test designed specifically for a bilingual population? Results showed that the Inter-American English Test of Reading and the Metropolitan Achievement Tests were quite reliable for the group studied as long as tests of the proper difficulty were administered. (ECK)

609. Caldwell, F.F. and M.D. Mowry. "The Essay versus the Objective Examination as Measures of the Achievement of Bilingual Children." Journal of Educational Psychology. Vol. 25 (1933) pp. 696-702.

610. Caldwell, Floyd F. and Mary Mowry Davis. "Sex Differences in School Achievement Among Spanish-American and Anglo-American Children." Journal of Educational Sociology. Vol. 8 (May 1935). pp. 168-173.

611. Caldwell, Floyd F. and Mary Mowry Davis. "Teachers Grades as Criteria of Achievement of Bilingual Children." Journal of Applied Psychology. Vol. 18 (April 1934) pp. 288-292.

612. Callicut, Laurie T. The Construction and Evaluation of Parallel Tests of Reading in English and Spanish. Unpublished Ph.D. Dissertation, University of Texas. 1942.

613. Cantwell, George C. Differential Prediction of College Grades for Spanish-American and Anglo-American Students. Unpublished Master's thesis, University of Texas. 1946.

614. Capone, Thomas A. Interaction of Selected Needs and Perceived Peer Orientation to Education as Related to Academic Proficiency in Aspira Students. Unpublished Ph.D. Dissertation, Fordham University. 1969.
(Dissertation Abstracts. 30:12 (1970). p. 5279A.

The purpose of the study was to examine the need for affiliation (n Aff), need for achievement (n Ach), and perceived peer orientation toward education (P Peer O) of 120 Puerto Rican male and female 12th grade academic students. The Ss were all members of the ASPIRA club in NYC, which is an agency operated by people of PR descent to encourage and support PR young people to enter and complete college. The instruments used to measure these 3 independent variables were the Edwards Personal Preference Schedule (n Ach and n Aff) and the Peer Influence section of the Personal Values Inventory (P Peer O). Also used in the investigation were the SAT, to obtain a measure of general academic proficiency, and the comprehension section of the Nelson-Denny Reading Test, to obtain a rough index of language proficiency. Findings indicate that a positive relationship exists between a student's n Ach and his academic success as measured by the SAT. Also, students with a high n Aff more often perceive their peers as having academic orientations similar to their own than do students with a low n Aff. The authors suggest that the n Aff may be countered somewhat by the student with a high n Ach who perceives that his peers do not value education as much as he does. (DH)

615. Cline, Marion, Jr. Achievement of Bilinguals in Seventh Grade by Socioeconomic Levels. Ph.D. Dissertation, University of Southern California. 1961.
(Dissertation Abstracts. Vol. 22 (1962). pp. 3113-3114.

This study was designed to investigate the relative achievement of Anglo-American and Spanish-American students within socioeconomic levels in order to determine whether SES and biculturalism have an effect on educational achievement. Ss were 354 seventh graders (156 Anglos, 197 Spanish-Americans); each group was classified into three socioeconomic levels. Ss were administered the Stanford Achievement test, the Otis Quick-Scoring Mental Ability Test and a questionnaire. The groups and levels were compared for all variables. Analysis of the data indicated that 1) socioeconomic status functions greatly in school achievement; 2) biculturalism does not itself function in school achievement, but in combination with SES it does become important; and 3) Anglo-Americans at the upper and middle socioeconomic levels did considerably better than Spanish-Americans at those levels, but at the lower SES level, they did just as poorly. Finally, there are recommendations for further research concerning the materials and methods used in teaching all students of the lower socioeconomic level. (DH)

616. Coers, W.C. "Comparative Achievement of White and Mexican Junior High School Pupils." Peabody Journal of Education. Vol. 12 (January 1935). pp. 157-162.

617. Cooper, J.G. "Predicting School Achievement for Bilingual Pupils." Journal of Educational Psychology. Vol. 49 (1958). pp. 31-36.

618. Davis, O.L., Jr. and C.P. Personke, Jr. "Effects of Administering the Metropolitan Readiness Test in English and Spanish to Spanish-Speaking School Entrants." Journal of Educational Measurement. Vol. 5 (1968). pp. 231-234.

This paper reports the results of administering the Metropolitan Readiness Tests (MRT) in English and Spanish to entering elementary school children with a view to determining if the customary English-only testing results in discriminatory practice against the children. Ss were 88 Spanish-speaking children from two elementary schools in a South Texas city. Fifty-three were enrolled in pre-first grade classes for those seen to be lacking in ability in English; thirty-five were in regular first-grade classes. All children took the test twice, once in Spanish and once in English, with about three weeks between the 2 administrations. Results are tentative, but seem to indicate that administering the MRT in English resulted in great testing bias toward and inadequate assessment of the Spanish-speaking children. The authors note that the mean scores fell in the test publisher's low average range, which does not augur well for success in school; it may be that the children tested have little ability in either Spanish or English and that perhaps a dificit in childhood experiences may be more important in determining low performance than the language in which the test was administered. (ECK)

619. Delmet, D.T. "A Study of the Mental and Scholastic Abilities of Mexican Children in the Elementary School." Journal of Juvenile Research. Vol. 14 (January 1937) p. 31.

620. Dreppa, J.J. The Evaluation of English Skills of Puerto Rican High School Students. Paper presented at the Conference on the Education of Puerto Rican Children on the Mainland. San Juan, Puerto Rico. October, 1970.

621. Deutsch, M. Minroity Group and Class Status as Related to Social and Personal Factors in School Achievement. (Monograph No. 2). Ithaca, New York: The Society for Applied Anthropology. 1960.

622. Fennessey, James. An Exploratory Study of Non-English Speaking Homes and Academic Performance. Baltimore, Maryland: Research and Development Center for the Study of Social Organization of Schools and the Learning Process, Johns Hopkins University. 1967. (ED 011 613)

This paper is a re-analysis of data concerning Puerto Rican schoolchildren in New York City collected as part of a larger United States Office of Education survey. The answers to the following two questions were sought: 1) What relationships are present between the language spoken in the home and other aspects of ethnic background? and 2) What differences are present in vocabulary test scores of Puerto Rican children with varying home languages and at different grade levels? It was difficult to analyze the data because of the apparent error in response to several important interview questions. Two tentative conclusions are 1) language is not very closely linked to other attributes of Puerto Rican ethnicity and 2) "after taking into account some confounding background variables, there is little difference between Spanish-English homes and English-only homes on the average vocabulary test scores of the children, except at grade one." The author suggests further research to continue the re-analysis of the USOE study. (ECK)

623. Flaugher, Ronald L. Project Access Research Report No. 2: Patterns of Test Performance by High School Students of Four Ethnic Identies. Princeton, New Jersey: Educational Testing Service, 1971, 33pp.
(ED 055 102)

Participants included Blacks, Whites, Mexican-Americans and Orientals. Findings: Overall level of performance varied with social class, while the patterns remained rather constant within ethnic group, regardless of social class. This new evidence adds to the strength of the argument that our educational systems should be attending to, and utilizing, the variety of talents and aptitudes presented by the students, rather than attempting to treat everyone as a member of the majority group. (RLE abridged)

624. Fussell, William D. Comparable Norms for Anglo-and Latin-American Students on a Scholastic Aptitude Test. Unpublished Master's thesis, University of Texas. 1940.

625. Galván, Robert Rogers. Bilingualism as it Relates to Intelligence Test Scores and School Achievement among Culturally Deprived Spanish-American Children. Ph.D. Dissertation, East Texas State University. 1967.
(Dissertation Abstracts. Vol. 28 (1968). pp. 3021A-3022A .

This study was designed to investigate the relationship between intelligence test scores and scholastic achievement as they relate to bilingualism among "culturally deprived" children of Spanish-American heritage. Ss were 100 Spanish-American children from the third, fourth and fifth grades of aDallas, Texas elementary school. Ss were administered the Wechsler Intelligence Scale for children (WISC) in both English and Spanish. It was expected that the Ss would score lower when the WISC was administered in English than when administered in Spanish; this was found to be true. The verbal section had a greater increase in points than the non-verbal section. The author suggests that some other measures of intelligence be developed for use with bilingual children. The results here clearly point out the inadequacy of using verbal tests of intelligence when testing bilinguals. (DH)

626. Gill, Lois J. and Bernard Spilka. "Some Intellectual Correlates of Academic Achievement Among Mexican-American Secondary School Students." Journal of Educational Psychology. Vol. 53 (June, 1962). pp. 144-156.

627. Gordon, C.Wayne et al. Educational Achievement and Aspirations of Mexican-American Youth in a Metropolitan Context. Occasional Report 36, Center for the Study of Evaluation. Los Angeles: University of California. 1968.

628. Greene, John F. and Perry Alan Zirkel. Academic Factors Relating to the Self-Concept of Puerto Rican Pupils, Paper for American Psychological Assn. Convention, Washington, D.C., 1971, 10 pp. (ED 054 284)

Study investigated the relationship of the self-concept of Puerto Rican pupils with achievement, IQ, ethnic group mixture, and teacher ethnicity. The results of a correlational analysis indicated that self-concept was significantly related to achievement in English and Spanish, as well as to teacher ratings of aural ability in both languages, although self-concept was not significantly related to IQ. However, the relationship between self-concept and academic achievement is demonstrated to be complex and circular. (RIE)

629. Hernández, Carlos. The Spanish Revision of the S.R.A. Junior Inventory, Form A. Unpublished Ph.D. Dissertation. Purdue University, 1958.
(Dissertation Abstracts. Vol. 19 (1958). pp. 354-355.)

The S.R.A. Junior Inventory, Form A was revised for use among Puerto Rican students in grades four through seven. The purpose of the revision was to provide evidence about the needs and problems of Puerto Rican children as they themselves see them. The Spanish form would provide information comparable to that furnished by the English version, and would therefore facilitate transcultural studies of American and Puerto Rican schoolchildren. Most of the items included in the Revision came from the translation of the Junior Inventory. However, some items were eliminated from the English form by the author because they seemed obviously irrelevant to the experiences of Puerto Rican children. Some items were incorporated after talks with educational leaders, teachers, principals and students. After a pilot study, the final form of the S.R.A. Revision was administered to one thousand schoolchildren in specially selected places in Puerto Rico so that results would be representative of local school populations. (DH)

630. Hernández, Norma G. Variables Affecting Achievement of Middle School Mexican American Students. Texas University, El Paso. Washington, D.C.: Office of Education. August 1971. 81p. (ED 059 827)

Literature pertaining to research done on academic achievement of Mexican American students is reviewed in this paper. The literature deals with such variables as socioeconomic, physical, psychological, and cultural aspects; language factors; attitudes; language development; and environment. A 15-page discussion of recommendations for improving curriculum, instruction, and teacher education for educating the Mexican American is included. Also included is a bibliography containing over 200 relevent citations. (RIE)

631. Herr, S.E. "The Effect of Pre-First-Grade Training upon Reading Readiness and Reading Achievement among Spanish-American Children." *Journal of Educational Psychology*. Vol. 37 (1946). pp. 87-102.

632. Hobart, Charles W. "Underachievement among Minority Group Students: An Analysis and a Proposal." *Phylon*. Vol. 24 (1963). pp. 184-196.

The author presents a sociological analysis of the situation of minority group students in public schools. There are four conditions that seem to apply in all cases: 1) a damaged self-concept; 2) inadequate motivation; 3) a lack of awareness of employment opportunities and capabilities; and 4) resistance by peers and community to self advancement. Hobart notes that any one of these circumstances would severely arrest the child's development to his full potential. Combined, they function to guarantee that the minority young person will finish school fitted only for unskilled or semi-skilled work. Hobart suggests that compensatory educational programs be instituted to counteract whatever deficiences in preparation which have accumulated during the student's previous years of schooling, and provide the individualized attention so badly needed to improve the student's self-evaluation. (DH)

633. Johnson, B.E. *Ability, Achievement and Bilingualism: A Comparative Study Involving Spanish-speaking and English-speaking Children at the Sixth Grade Level*. Unpublished Ph.D. Dissertation, University of Maryland. 1962.

634. Johnson, G.F. "Metropolitan Tests: Inappropriate for ESEA Pupils." *Integrated Education*. Vol. 9, No. 6 (1971).

The article discusses the Metropolitan Achievement tests in terms of their middle-class cultural bias. The author's criticisms of the tests include "their fixation on verbal symbols, paragraph content, and problem solving that are most familiar to higher and middle socioeconomic groups." Furthermore, the Metropolitan tests do not measure some of the objectives of the ESEA programs. It is recommended that more work be done on this kind of standardized test, that some attempt be made to develop tests that "synthesize bicultural experiences." (DH)

635. Karadenes, Mark. *A Comparison of Differences in Achievement and Learning Abilities between Anglo and Mexican-American Children When the Two Groups are Equated by Intelligence.* Unpublished Ph.D. Dissertation, University of Virginia. 1971. (*Dissertation Abstracts International*. Vol. 32 (1971-72). pp. 4422A-4423A.)

This study was designed to determine if differences in learning abilities exist between Anglo and Mexican American male kindergarten children, and how those differences relate to intelligence and academic achievement. Ss were 90 children (45 Anglo, 45 Mexican-American) who attended public elementary school in Santa Monica, California. School psychologists administered the Stanford-Binet Intelligence Test and the Wide Range Achievement Test (WRAT) to all Ss; the Meeker Profile was used to measure learning abilities. Findings indicate that achievement was affected by ethnicity and intelligence, and that learning abilities were not influenced by either ethnicity or intelligence. (DH)

636. Katz, David. *The Effects of a Compensatory Educational Program on the Vocational Aspirations, Expectations, Self-Concept, and Achievement of Selected Groups of JHS Students.* (*Dissertation Abstracts*: 1969. Vol. 29 (9-A). p. 2963)

This study was designed to investigate the effects of a compensatory educational program on the vocational aspirations, expectations, self-concepts and achievements of selected groups of ninth grade junior high school students in New York City. Ss were male, average in grade, at least two years below grade level in reading, and members of either Black or Puerto Rican minorities. All students in the experimental group were in a Career Guidance program. Students in the control groups were matched for characteristics equivalent to those of the experimental group, except that they were either 1) in the same school as the Ss but not taking part in the Career Guidance program, or 2) in schools which did not have the compensatory program. The instruments used by the investigators to measure the variables in question were a personal adequacy scale based on the Whittaker Scale, a modification of Hambruger's Life Planning Questionnaire, and the Metropolitan Achievement Test. All subjects were administered the tests and questionnaire on two different occasions, at the beginning and end of the same school year. Results of the statistical analysis indicated that the Career Guidance program had no significant positive effects on the variables under consideration. In fact, the effects that did occur were contrary to the goals of the program. In the experimental group congruency between aspiration and expectation was reduced, rather than facilitated, while the control groups showed a significant increase over the same period of time. Black students gained significantly more than the Puerto Rican students in reading achievement, but the control group gained more in reading than the experimental group overall. (DH)

637. Leo, Paul F. The Effects of Two Types of Group Counseling Upon the Academic Achievement of Mexican-American Pupils in the Elementary School. Ph.D. dissertation, University of the Pacific, Stockton, California. Washington, D.C.: Office of Education, Cooperative Research Program. January 1972. 143p.
(ED 059 002)

638. Linton, Thomas H. A Study of the Relationship of Global Self-Concept, Academic Self-Concept, and Academic Achievement among Anglo and Mexican-American Sixth Grade Students. Paper presented at the annual meeting of the American Educational Research Association. Chicago, Illinois. April 3-7, 1972. 13 p.
(ED 063 053)

A sample of 172 Anglo and 160 Mexican American students from 16 elementary schools in a southern New Mexico city was stratified by 3 socioeconomic levels. The Piers-Harris Children's Self-Concept Scale and a 5-item factor analyzed scale developed from existing research were used to measure self-concept. Student achievement was measured by teacher-assigned grades in reading, arithmetic, and social studies and by the Iowa Test of Basic Skills. A 3-way analysis of variance model (with students classified according to ethnicity, sex, and socioeconomic level) was used to test differences between students. Results indicated that no significant differences between ethnic groups in terms of global and academic self-concepts, and no sex differences were found. Significant differences were found in both self-concept measures between socioeconomic levels. High socioeconomic level was associated with high self-concept and low socioeconomic level was associated with low self-concept. However, middle socioeconomic-level Mexican American students' academic self-concept score were almost the same as those of low socioeconomic level Anglo and Mexican American students. Results of actual achievement were consistent with findings of previous studies, and correlation analysis of the relationships between self-concept and achievement did not yield a consistent pattern across socioeconomic levels. (RIE)

639. Littlefield, John H. The Use of Norm-Referenced Survey Achievement Tests with Mexican-American Migrant Students; A Literature Review and Analysis of Implications for Evaluation of the Texas Migrant Education Program. Austin, Texas: Texas Education Agency. (1972). 51p.
(ED 063 983)

640. Mangano, James F. and Richard C. Towne. Improving Migrant Students' Academic Achievement Through Self-Concept Enhancement. State University of New York at Geneseo, Center for Migrant Studies. 1970. 55pp.
(ED 049 868)

Purpose of research was to investigate whether an attempt to modify migrant parents' behavior in accordance with social psychological principles results in better academic achievement by their children. Ss were 21 Puerto Rican children; 12 in the experimental group (aged 6-16) and 9 in the control group (aged 7-14). Data was collected through use of reading and arithmetic subtests of the Metropolitan Achievement Test and the Spanish translation of the Michigan State General Self-Concept of Ability Scale. Results indicated that the self-concept of ability for the experimental group increased significantly and that academic achievement also increased, as measured by the above mentioned instruments. (ERIC)

641. Manuel, Herschel T. Cooperative Inter-American Tests, 1050. Princeton, New Jersey: Educational Testing Service. 1950.

642. Mercer, Jane R. Sociocultural Factors in the Education Evaluation of Black and Chicano Children. Paper presented at the 10th Annual Conference on Civil Rights Educators and Students, NEA, Washington, D.C. February 18-20, 1972. 16p. Sacramento: California State Department of Education, Office of Compensatory Education. Bethesda, Maryland: National Institute of Mental Health.
(ED 060 462)

In a recent study the mothers of 268 children who were in classes for educable mentally retarded in two public school districts in Southern California were interviewed. The responses of some of these mothers dramatize three issues: (1) biases in the assessment procedures used to label children as mentally retarded; (2) the stigmatization associated with special class placement; and (3) inadequate programming. Disproportionately large numbers of black and Chicano children are labeled as mentally retarded by the public schools. Public schools rely more on IQ test scores than any other community agency. The schools label more persons as mentally retarded share their labels with more other organizations, and label more persons with IQ's above 70 and with no physical disabilities than any other formal organization in the community. Proportionately more low status persons and persons from minority ethnic groups were defined as comprehensively retarded as the cutoff level for subnormality was raised. Stigmatization was a major concern of parents interviewed. Of a group of 108 children followed for several years and classified as retarded, only one in five ever returned to the regular class. Thus, many parents were justified in seeing the program as a "sentence of death." (RIE)

643. Mingione, Ann D. "Need for Achievement in Negro, White, and Puerto Rican Children." Journal of Consulting and Clinical Psychology. 31:1 (1968). pp. 94-95.

Compared the need for achievement of Negro, White, and Puerto Rican fifth and seventh graders in low socioeconomic areas of a large New England city. The need-for-achievement test consisted of 6 topic sentences about which the subjects wrote stories. F tests of the need-for-achievement scores revealed no significant differences.

These results contrast with the author's previous study in which White children had higher need-for-achievement scores than Negro children and seventh graders scored higher than fifth graders. There were more words per story, greater variety of story themes, and more stories concerning females written by both boys and girls than in the previous study, when the stories were written in response to line drawings of people. School grades and group intelligence test scores did not correlate with the need for achievement scores in this study. (PASAR)

644. Mishra, S.P. and M. Hurt, Jr. "The Use of Metropolitan Readiness Tests with Mexican-American Children." California Journal of Educational Research. Vol. 21 (1970). pp. 182-187.

The study was designed to test the assumption that reliability and predictive validity for the Metropolitan Readiness Tests (MRT) would be lower for Mexican-Americans who spoke Spanish at home than for the standardization group. Ss were 40 male and 33 female Mexican-American elementary school students from a poor section of Tucson, Arizona. They were given the complete MRT battery of tests at the beginning of first grade and the Metropolitan Achievement Tests in Word Knowledge and Reading at the end of their grade. Results show that verbal tests in the MRT battery have a lower reliability and predictive validity than the tests which do not require skill in English to answer. The authors note that these findings have implications for educators working on programs for the "culturally deprived." (ECK)

645. Morper, J. An Investigation of the Relationship of Certain Predictive Variables and the Academic Achievement of Spanish-American and Anglo Pupils in Junior High School. Unpublished Ph.D. Dissertation, Oklahoma State University. 1966. (Dissertation Abstracts. Vol. 27 (1967). p. 4051A.).

646. New York City Board of Education, Bureau of Educational Research. The Effectiveness of the Cooperative Inter-American Tests of General Ability, Primary Level, Form A, as a Measure of the Intellectual Functioning of Spanish-Speaking Pupils Enrolled in the Elementary Schools. New York: Board of Education. 1954.

647. Nichols, Paul E. A Study of the Cooperative Inter-American Tests of Language Usage at the Junior High School Level. Unpublished Master's theses, University of Texas. 1952.

648. Nuttal, Ronald L. Do the Factors Affecting Academic Achievement Differ by the Socio-Economic Status or Sex of the Student? A Puerto Rican Secondary School Sample. Final Report. Boston College, Chestnut Hill, Massachusetts. Institute of Human Sciences Washington, D.C.: National Center for Educational Research and Development (DHEW/OE). June 1972. 110p. (ED 064 465)

Variables expected to be associated with academic achievement were examined in a sample (generally exceeding 2500) from eight secondary schools in Baymon Norte, Puerto Rico. Concern was whether variables associated with academic achievement differed by sex or by socioeconomic status (SES). Multivariate analysis of variance with three factors of achievement, sex, and SES were made. High achievers tended to have accepting mothers, parents low on Hostile Psychological Control, and low on autonomy; and were more goegraphical mobile, had fewer siblings, were more intelligent, obedient, conscientious, artistic, group-mined, placid, self-disciplined, responsible, anxious (preocupado), mature, and less excitable. High achieving girls were less authoritarian, dogmatic, and test anxious, and gave fewer false but socially desirable responses. Students whose academic achievements were consistent with their SES. Self concepts were higher for achievers, especially for low SES students in junior high schools, and for all students in high schools. Low achiever, especially boys, disliked school. High achieving boys and low achieving girls were more self sufficient, while low achieving boys and high achieving girls were more group dependent. (RIE)

649. Nuttall, Ronald L. et al. Family Background, Parent-Child Relationships and Academic Achievement Among Puerto Rican Junior and Senior High School Students. Report No. 4: Study of Factors Affecting Student Achievement. Boston: Boston College, Mass. Institute of Human Sciences. 1969. 11 pp.
(ED 043 698)

The reliability, validity, and relationships of a Spanish language adaptation of Schaefer's Child's Report of Parental Behavior Inventory (CRPBI) was examined. It was found that CRPBI had had reliabilities averaging .78 and factor analysis indicated a 3 factor structure similar to Schaefer's previous work. Background variables, especially socioeconomic status (SES) were related to the CRPBI factors. Generally, higher SES went with higher acceptance and lower hostile psychological control. Children from large families were less accepted. The CRPBI factors predicted grades, especially among JHS males. Background factors predicted college plans. (RIE abridged)

650. O'Brien, Sister Mary Gratia. Relationship of Self Perceptions of Puerto Rican and Non-Puerto Rican Parochial School Children to Selected School Related Variables. Ph.D. Dissertation, Fordham University. 1970.
(Dissertation Abstracts. Vol. 31 (1971). pp. 3347A-3348A)

The purpose of this study was to examine the self-perceptions of Puerto Rican children and to compare them with the self-perceptions of children from other ethnic backgrounds. Ss were 2796 fifth, sixth and seventh graders from twelve elementary parochial schools in the Archdiocese of New York. Ss were divided into four groups (PR boys, PR girls, Other boys, Other girls); boys were compared with girls of the same ethnic grouping and Puerto Rican children were compared with Other children on each of the following variables: scholastic achievement, mental ability, socioeconomic status, teacher-ratings of behavior, and appraisal-perception. Ss responded to a Checklist of Trait Names twice; first, in response to "I think I am...," and second, "My teacher thinks I am...." (DH)

651. Palomares, Uvaldo H. and E.J. Cummins. Assessment of Rural Mexican-American Pupils Preschool and Grades One Through Six: San Isidro, California. Sacramento: California State Department of Education. 1968.

652. ________________. Assessment of Rural Mexican-American Pupils Preschool and Grades One Through Twelve: Wasco, California. Sacramento: California State Department of Education. 1968.

653. Palomares, Uvaldo H. and L.C. Johnson. "Evaluation of Mexican-American Pupils for EMR Classes." California Education. Vol. 3 (1966). pp. 27-29.

654. Philippus, M.J. Test Prediction of School Success of Bilingual Hispano-American Children. Colorado: Denver Department of Health and Hospitals. 1967. (ED 036 577)

655. Pickett, G.D. "A Comparason of Translation and Blank-Filling as Testing Techniques," English Language Teaching, 23:1, (October, 1968).

Points out the advantage of translating over slotfilling as a testing technique. (NYS Bibliography)

656. Rea, George H. A Study of Four Cooperative Inter-American Tests. Unpublished Master's thesis, University of Texas. 1954.

657. Readiness Checklist. Las Cruces School District, New Mexico; Dissemination Center for Bilingual Bicultural Education Austin, Texas. Washington, D.C: Office of Education. 12p. (ED 061 839)

The Readiness Checklist is a 69-item instrument that provides a measure of the psychomotor development of children. It covers seven main areas: general health, movement patterns and muscular coordination, auditory skills, visual skills, speech and language, personal independence, and social adjustment. The checklist is designed to measure a child's level of physical maturity and can be used to collect data as a diagnostic tool to isolate deficient children for immediate remedial action. Collection of data through the checklist can result in the establishment of norms. A score sheet is attached to the checklist. (RIE)

658. Sabatino, David A. and Others. "Perceptual, Language and Academic Achievement of English, Spanish and Navajo Speaking Children Referred for Special Classes." Journal of School Psychology. Vol. 10 (March 1972). pp. 39-46.
(EC 04 1641)

The purpose of this study was to determine the perceptual language and academic achievement functions of English, Spanish, and Navajo children experiencing learning problems and referred for placement into special education classes. Those test variables which discriminated among the native English-speaking children and the children who spoke Spanish or Navajo natively were, as predicted, those tasks which involved knowledge of the linguistic rules of English. It would seem that, taken as a group, the school learning problems experienced by the native Spanish-or Navajo-speaking children were the result of their limited linguistic competence in English, the language of instruction in their classrooms. (EC)

659. Schwartz, Audrey James. "A Comparative Study of Values and Achievement: Mexican-American and Anglo Youth." Sociology of Education. 44:4 (Fall, 1971). pp. 438-462.

Several value orientations and their relations with school achievement were examined with student samples from the Los Angeles City Schools. Findings show that Mexican-American pupils with value orientations most similar to those of Anglo pupils have the highest scholastic achievement. While it is recognized that pupils' values and achievements are substantially interdependent, the findings of this study suggest that affective factors in the cultural background of many Mexican-American pupils hinder their general academic achievement. (from article)

660. Spolsky, Bernard. "Language Testing: The Problem of Validation." TESOL Quarterly. 2:2 (June, 1968).

Discusses the differences between tests for control of instruction, and tests for control of a person's career and the serious difficulty of validation in the second class.

661. Stambler, Ada. A Study of Eighth Grade Puerto Rican Students at Junior High School 65, Manhattan, with Implications for Their Placement, Grouping, and Orientation. Unpublished Ph.D. Dissertation, Columbia University. 1958.

662. Steubner, Josephine. "Racial Differences in Reading Achievement." Texas Outlook. Vol. 24 (January 1940) p. 32.

663. The University of the State of NY, The State Education Department, Bureau of Continuing Education Curriculum Development. Test of Readiness for Literacy (Pilot Edition), 1970.

This instrument is designed to assess the degree to which adults who are illiterate possess the requisites to learning to read. It will be administered by State Education Department, personnel at selected Adult Basic Education centers in New York State. Information gathered from this test, plus data from a standardized reading readiness test, will be used as guides for the development of comprehensive readiness for literacy programs.

N.B. This experimental test has been administered to non-native English speakers, among others, in New York City. (from the test booklet)

664. Vega Hernández, Elias. Reading Retardation in Zavala School, Austin, Texas. Master's thesis, University of Texas. 1954.

665. Willis, Robert Manks. An Analysis of the Adjustment and Scholastic Achievement of Forty Puerto Rican Boys Who Attend Transition Classes in New York City. Unpublished Ph.D. Dissertation, New York University. 1961.

The objectives of this study were to identify the effects of transition classes on the adjustment, retention and scholastic achievement of forty Puerto Rican boys in a New York City school and to determine the implications their influence has for improvement of the curriculum. Ss were forty tenth grade boys from Morris High School in New York City; all Ss were born in Puerto Rico and had attended transition classes. Data was collected from the following sources: class record forms, cumulative report cards; interviews with students, parents, teachers and guidance counselors. Students were put into two groups according to their status at the time of the study: Group I, "Drop-Outs," and Group II, those students still attending school. The findings indicate that there were no significant differences between the social and educational characteristics of the two groups. Recommendations were made for curriculum improvement in terms of each student, in terms of the community. The author suggests 1) better transition classes, 2) improved T.E.S.L. programs, 3) a more intensive guidance program, 4) more effective measures for the evaluation of these students, 5) more realistic placement of Puerto Rican students, 6) more effective programs in remedial reading, 7) an increased awareness and understanding of Puerto Rican students on the part of school personnel, and 8) increased participation of Puerto Rican students and adults in the educational process (including decision-making). (DH)

666. Zirkel, Perry A. "Self Concept and the 'Disadvantaged' of Ethnic Group Membership and Mixture." Review of Educational Research. Vol. 14 (1971). pp. 211-225

The author presents a brief review of the literature on the self-concept of minority group members, and discusses the relationship between low self-evaluation and academic under-achievement. He concludes that ethnic group membership may have some effect, positive or negative, on the self-concept of the disadvantaged child. The supposed "disadvantage" of minority students can be turned into an advantage by enhancing the self-concept, perhaps through such programs as bilingual-bicultural education and Black Studies. (DH)

667. Zirkel, Perry Alan and John F. Grene. The Academic Achievement of Spanish-Speaking First Graders in Connecticut, Conn. State Department of Education, Bureau of Compensatory and Community Educational Services, April, 1971, 8pp.
(ED 054 275)

Study sought to demonstrate that deficiencies shown by Puerto Rican children in verbal ability and academic achievement might not exist if initial instruction and testing were in Spanish. The Inter-American Test of General Ability was administered by the same examiner first in Spanish, then in English. The Puerto Rican first graders scored significantly lower on the English forms than all ethnic groups, including Puerto Ricans, in Coleman's study on the subtest of verbal ability; however, on the non-verbal ability subtest, the Puerto Ricans scored significantly higher than all groups in the Coleman study. The subjects scored much higher on the Spanish form than on the English form. (from RIE rev. and abridged)

H. Special Educational Programs and Efforts to Serve the Needs of Puerto Rican (and other Non-English-speaking) Children in Mainland Schools

General Programs

668. ABE Phase III: Progress and Problems. September 1, 1969-April 1, 1970. Alburque, New Mexico: Southwestern Cooperative Educational Laboratory. Washington, D.C.: Office of Education. April 1, 1970. 166pp. Interim Report.
(ED 060 406)

Interim information concerning the Adult Basic Education grants is provided in the three parts of this report. (RIE abridged)

669. "Activaron La Enseñanza del Inglés Básico en las Communidades Boricuas." La Prensa. (February 23, 1952).

670. Andersson, Theodore. "A New Focus on the Bilingual Child." Modern Language Journal. Vol. 49 (1965). pp. 156-160.

671. Andrus, E.P. "Social Living Classes for the Underprivileged." California Journal of Secondary Education. Vol. 14 (November 1939). pp. 414-417.

672. Andrus, E.P. "Workshop Studies Education of Mexican Americans." California Journal of Secondary Education. Vol. 18 (October 1943) pp. 328-330.

673. Angel, Frank. Program Content to Meet the Educational Needs of Mexican-Americans. University Park, New Mexico: New Mexico State University. 1968. 21 pp.
(ED 017 392)

674. Baldwin, Clare C. "Education of the Non-English Speaking and Bilingual (Spanish) Pupils in the Junior High Schools of Districts 10 and 11, Manhattan." June, 1952. 131 pp. (Unpublished material).

675. Baldwin, Clare C. "Program Outlined for Puerto Ricans." The New York Times. (December 5, 1947).

676. Barclay, Lisa and Frances Kurcz. Comparative Efficacies of English, Spanish and Bilingual Cognitive Verbal Instruction. 1969, 309p.
(ED 030 473)

Reports results of an experiment conducted with Mexican-American Head Start children in California in 1967. Three approaches were used: (1) structured English training program; (2) Spanish used as language of instruction; and (3) English used as language of instruction; together with a control group receiving usual preschool art and music activities. Results showed no significant differences between the groups but allowed that extraneous factors could have invalidated the experiment. Though this experiment ended in failure, much background material is presented in the introduction. (from document rev. substantially)

677. Benner, Ralph and Reyes, Ramiro. California Plan for Education of Migrant Children. 1967. 25 pp.
(ED 020 831)

678. "Bilingual Problems in Puerto Rican Study." Curriculum and Materials. 11:2 (February, 1948). pp. 1-2.

679. Blancett, Bob L. Implementation of a Migrant Education Program in the Richgrove School District. July 1972. 189p.
(ED 063 990)

680. Blourock, Barbara. "Aspira in the Junior High School." High Points. (February, 1966). pp. 53-55.

681. Bondarin, Arley. Assimilation Thru Cultural Understanding: Hoboken, New Jersey. New York: Center for Urban Education, 1969, 64p.
(ED 034 804)

This ESEA Title III project is aimed at assimilating foreign born and Puerto Rican children in the Hoboken, New Jersey public school system. Eight programs are described: two-week staff visits to Puerto Rican schools, teacher exchanges between Hoboken and Puerto Rican school systems, inservice course for teaching students with English handicaps, development of suitable instructional materials, human resource center, daily orientation programs, experimental bilingual classes, and a bilingual student aide program. (ERIC)

682. Booth, Jonathan L. "Meeting a Bilingual Problem: Elementary Spanish in the Tucson Public Schools." American School Board Journal. Vol. 117 (July 1948). pp. 15-17.

683. Broom, Perry Morris. An Interpretive Analysis of the Economic and Educational Status of the Latin American in Texas, with Emphasis on the Basic Factors Underlying an Approach to an Improved Program of Occupational Guidance, Training and Adjustment for Secondary Schools. Unpublished Ph.D. Dissertation, University of Texas. 1942.

684. Castañeda, Alfredo, ed. and Others. Mexican Americans and Educational Change. Symposium (University of California, Riverside, May 21-22, 1971). California University, Riverside. Mexican American Studies Program. Washington, D.C.: Office of Education. May, 1971. 421p.
(ED 063 988)

685. Childers, Jean. Some Secondary Level Curriculum Considerations for Teaching Spanish to the Mexican American in Austin, Texas.

The purpose of this study is to present curriculum considerations for the non-native who is interested in teaching Spanish to the Mexican-American at the secondary level of instruction. Approaches and directions are suggested to help bring about an effective type of cross-cultural teaching, particularly for certified Anglo teachers whose teaching experience has been exclusively with Anglo classes. The study includes: (1) introductory remarks, (2) review of related literature, (3) background, (4) classroom approaches and procedures, (5) textbooks and other materials, and (6) summary and conclusion. Appendixes contain sample questionnaires concerning sociological and educational information about Mexican-American students and sample communications to parents. (RIE)

686. "Classes for Mexican Workers in Michigan Aid Inter-American Understanding." American Teacher. Vol. 30 (January 1946) pp. 26-27.

687. Cordasco, F. "Educational Programs for Puerto Rican Pupils." New York Times. (May 30, 1967).

688. Cordasco, F. "Helping the Language Barrier Student." Instructor. Vol. 72 (May, 1963). p.20.

689. Cordasco, F. and E. Bucchioni. Education Programs for Puerto Rican Students. (Jersey City Public Schools). Evaluation and Recommendations. Jersey City: Board of Education. 1971.

690. Cordasco, Francesco and Eugene Bucchioni. The Puerto Rican Community of Newark, N.J.: An Educational Program for Its Children. Newark: Board of Education, Summer 1970.

691. CVAE (Coordinated Vocational-Academic Education) Academic Curriculum Project. Evaluation Report, 1971-1972. Education Service Center Regional, Edinburg, Texas. Austin: Texas Education Agency, Department of Occupational and Technical Education 1972. 78 pp.
(ED 066 289)

692. DeWeaver, N.C. "NCTU Labor Schools for Spanish-speaking." America. Vol. 93 (August 6, 1955). pp. 451-453.

693. Dossick, Jesse J. "Workshop Field Study in Puerto Rican Education and Culture." Journal of Educational Sociology. Vol. 28 (December 1954). pp. 174-180.

This article discusses several workshops in Puerto Rican Education and Culture which were held in Puerto Rico to give teachers, administrators and community and social workers in New York City an understanding of the circumstances in which the Puerto Ricans they worked with grew up in order that they might be better able to deal with the problem of adjustment to life in the mainland United States. A description of the requirements of the workshops is included as are some of the comments by participants. Recommendations for improving the workshops are also included.(ECK)

694. Elementary Curriculum in Intergroup Relations: Case Studies in Instruction. Washington, D.C.: American Council on Education: Work in Progress Series, 1950.

695. Espinosa, Renato. Final Report on Head Start Evaluation and Research: 1967-68 to the Office of Economic Opportunity. Section II: Achievement Motivation and Patterns of Reinforcement in Head Start Children. 1968. 124 pp.
(ED 023 458)

696. Evaluation of State Urban Education Programs, District 10, New York City, Board of Education, 1970-1971 School Year. Fordham University, Bronx, New York. Institute for Research and Evaluation. June 1971. 199p.
(ED 059 017)

697. Felder, D. "The Education of Mexican-Americans: Fallacies on the Monocultural Approach." Social Education. Vol. 34 (1970). pp. 639-642.

698. Fierro, Leonard. Chicano Community Action Efforts at the Local Level and Their Effects on Promoting Educational Change for Mexican-Americans. A Research Paper. Alburquerque, New Mexico: Southwestern Cooperative Educational Laboratory. 1970. 16pp.
(ED 057 972)

699. Filep, Robert T. and Others. Voluntarias De Sesame Street: Manual Para Conducir Las Sesions "Sesame Street" Con Ninos De Edad Pre-Escolar. Institute for Educational Development, El Segundo, California. New York, New York: John and Mary R. Markle Foundation. July 28, 1971. 50 pp.
(ED 057 897)

700. Fishman, J.A. and Vladimir C. Nahirny. "The Ethnic Group School and Mother Tongue Maintenance in the U.S." Sociology of Education. Vol. 37 (1964). pp. 306-317.

701. Gaarder, Bruce. "Teaching the Bilingual Child: Research, Development and Policy." Modern Language Journal. Vol. 49 (1965). pp. 165-175.

702. González, Nancie L. Positive and Negative Effects of Chicano Militancy on the Education of the Mexican American. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory. 1970. 37p.
(ED 061 004)

Types of organizations involved in Chicano movements operating in the five southwestern states and other areas with large numbers of Mexican Americans are described in this paper. They are examined in terms of the possibilities of their philosophis or activism affecting education either on a short-term or long-term basis. Additionally, the relationship between the kinds of demands made by the older Spanish-speaking activists and those of today's Chicanos is considered. It is recommended that further research be done on topics such as the various Chicano organizations, the interrelationship between Chicano militancy and other protest movements of the past and present, the implications of improved education along the lines demanded by today's Chicano activist, and how the Anglo power structure is likely to respond to the efforts of activist minority organizations. An appendix consisting of members of the Chicano Press Association, a list of 41 Chicano organizations, and a bibliography are included. (RIE)

703. Guerra, Emilio L. "Orientación de los estudiantes de Puerto Rico en la ciudad de Nueva York." El Diario de Nueva York. (March 28, 1949). p.6.

704. ______________ "The Orientation of Puerto Rican Students in New York City." Modern Language Journal. (October, 1948). p415-420.

Adapting education the needs of immigrant Puerto Ricans in New York. Cultural and social adjustment stressed as most important part of the program. (from Sánchez, ED 041 680)

705. Guidelines for Educational Programs in the Commonwealth of Pennsylvania for Children Whose Dominant Language is Not English. Pennsylvania State Department of Education, Harrisburg. (May 1972. 27pp.
(ED 066 075)

706. Hacer Vida. First Year Evaluation Report, 1970-71. Riverside County Superintendent of Schools, California. Washington, D.C.: Office of Education. August 3, 1971. 194p.
(ED 064 018)

707. Hall, Richard W. "Ann and Abby: The Agony Column on the Air." TESOL Quarterly, 5:3 (September, 1971), pp. 274-249.

This article suggests that the syndicated columns published under the by-lines "Dear Abby" and "Ann Landers" contain useful textual material for intermediate and advanced ESL students. The following characteristics seem valuable: 1) the columns offer sharp insights into implicit American cultural values; 2) they are modeled on the spoken, rather than written language; 3) they stimulate classroom discussion. (from the article)

708. Hefferman, H. "Reports of the Conference on the Education of Children of Seasonal Workers." California Journal of Elementary Education. Vol. 6-7 (February 1939) pp. 181-192.

709. "Hemos Trabajado Bien;" A Report on the First National Conference of Puerto Ricans, Mexican-Americans, and Educators on "The Special Educational Needs of Urban Puerto Rican Youth." New York: Aspira, Inc. May, 1968. 78pp. (ED 023-780)

710. Intergroup Education in Public Schools: Experimental Programs Sponsored by the Project in Intergroup Education in in Cooperative Schools: Theory, Practice, and In-Service Education. Washington, D.C.: American Council on Education. 1952.

711. Kahnheimer, Leah W. "A Program in Social Living for Puerto Rican Pupils." High Points. (June, 1954). pp. 58-68.

712. Katz, David. The Effects of a Compensatory Educational Program on the Vocational Aspirations, Expectations, Self-Concept, and Achievement of Selected Groups of JHS Students. (Dissertation Abstracts: 1969. Vol. 29 (9-A). p. 2963)

This study was designed to investigate the effects of a compensatory educational program on the vocational aspirations, expectations, self-concepts and achievements of selected groups of ninth grade junior high school students in New York City. Ss were male, average in grade, at least two years below grade level in reading, and members of either Black or Puerto Rican minorities. All students in the experimental group were in a Career Guidance program. Students in the control groups were matched for characteristics equivalent to those of the experimental group, except that they were either 1) in the same school as the Ss but not taking part in the Career Guidance program, or 2) in schools which did not have the compensatory program. The instruments used by the investigators to measure the variables in question were a personal adequacy scale based on the Whittaker Scale, a modification of Hambruger's Life Planning Questionnaire, and the Metropolitan Achievement Test. All subjects were administered the tests and questionnaire on two different occasions, at the beginning and end of the same school year. Results of the statistical analysis indicated that the Career Guidance program had no significant positive effects on the variables under consideration. In fact, the effects that did occur were contrary to the goals of the program. In the experimental group congruency between aspiration and expectation was reduced, rather than facilitated, while the control groups showed a significant increase over the same period of time. Black students gained significantly more than the Puerto Rican students in reading achievement, but the control group gained more in reading than the experimental group overall. (DH)

713. Kniefel, Tanya Suarez. Programs Available for Strengthening the Education of Spanish-Speaking Students. Las Cruces, New Mexico: ERIC Clearinghouse on Rural Education and Small Schools. 1968.

714. **Lorge**, Irving and Frank Mayans, Jr. "Vestibules vs. Regular Classes for Puerto Rican Migrant Pupils." Teachers College Record. 15:5 (February, 1954). pp. 231-237.

715. Mans, Rolando. An Experimental Approach to the Teaching of Reading in Spanish at the Primary Level. Master's thesis, Sacramento State College. September 1971. 103pp.
(ED 056 602)

An experiment in the teaching of reading in Spanish to second- and third-grade students, conducted by the author at the Ethel Phillips elementary school, utilizes a modified version of Dr. Laubach's "Syllabic, analytic-synthetic method of language instruction. Results indicate that success in school of children from Spanish-speaking homes may be directly related to the concept of self-identity. It is suggested that development of programs leading to curriculum-wide literacy in Spanish is considered by authorities in bilingualism to be one of the key factors in raising the Spanish-speaking child's level of expectation in his academic achievement. Major chapters in this study discuss: (1) the problem and definition of terms, (2) review of related literature, (3) procedures of the study, (4) analysis of data, and (5) summary, conclusions, and recommendations. A bibliography and an appendix containing sample lessons and measurement tools are included. (RIE)

716. Mayans, Frank, Jr. Puerto Rican Migrant Pupils in New York City Schools: A Comparison of the Effects of Two Methods of Instructional Grouping on English Mastery and Attitudes. Unpublished Ph.D. Dissertation, Columbia University. 1953.
(Dissertation Abstracts. Vol. 14 (1954). pp. 68-69.).

The purpose of this study was to compare the effects of two types of instructional grouping on the English mastery and assimilation of Puerto Rican migrant students. Ss were recent immigrants from Puerto Rico who were entering mainland schools for the first time; the schools were two junior high schools in New York City's Spanish Harlem. Ss were placed in two groups: 1) "regular" classes with the other students in the school and 2) "vestibule" classes in which all students were Puerto Ricans. At the start, Ss were pretested with the Cooperative Interamerican Test of General Ability and a Test of Reading, both in Spanish; an Attitude Toward the Surroundings Scale, also in Spanish, was administered. At the end of one semester, all Ss were given the Cooperative Interamerican Test of Reading, in English; Subtest I (oral vocabulary), Cooperative Interamerican Test of General Ability, in English; and the Attitude Toward Surroundings Scales, in Spanish. The findings indicated 1) that the migrant will learn more English if (s)he has a favorable attitude toward his surroundings; 2) the "regular" group has more unfavorable attitudes toward school; 3) the "regular" group has developed significantly more favorable attitudes toward schoolmates; and 4) "regular" students score higher in all three tests of English mastery. At the end of the semester, controls were lifted and all students participated in "regular" classes. A follow-up study at the end of the year yielded these results: 1) the original "regular" Ss retained their superiority in English oral vocabulary, but not in reading; 2) all Ss have more favorable attitudes toward schoolmates with no differences between class groupings showing; 3) the original "regular" Ss have become more assimilated, "make more friends, speak English more often with their friends"; 4) Ss who preferred "regular" grouping felt they learned more, while Ss who preferred the "vestibule" grouping felt it helped them adjust better. The author suggests placing immigrant students in regular classes because of the rapid pace at which assimilation can take place. (DH)

717. Mercer, Jane R. Sociocultural Factors in the Education Evaluation of Black and Chicano Children. Paper presented at the 10th Annual Conference on Civil Rights Educators and Students, NEA, Washington, D.C. February 18-20, 1972. 16p. Sacramento, California State Department of Education, Office of Compensatory Educaton. Bethesda, Maryland: National Institute of Mental Health.
(ED 060 462)

In a recent study the mothers of 268 children who were in classes for educable mentally retarded in two public school districts in Southern California were interviewed. The responses of some of these mothers dramatize three issues: (1) biases in the assessment procedures used to label children as mentally retarded; (2) the stigmatization associated with special class placement; and (3) inadequate programming. Disproportionately large numbers of black and Chicano children are labeled as mentally retarded by the public schools. Public schools rely more on IQ test scores than any other community agency. The schools label more persons as mentally retarded share their labels with more other organizations, and label more persons with IQ's above 70 and with no physical disabilities than any other formal organization in the community. Proportionately more low status persons and persons from minority ethnic groups were defined as comprehensively retarded as the cutoff level for subnormality was raised. Stigmatization was a major concern of parents interviewed. Of a group of 108 children followed for several years and classified as retarded, only one in five ever returned to the regular class. Thus, many parents were justified in seeing the program as a "sentence of death." (RIE)

718. Meriam, J.O. "Learning English Incidentally. A Study of Bilingual Children." Bulletin No. 15, U.S. Office of Education. 1937 105p.

719. Meyerson, Marion. "The Bilingual Child." Childhood Education. Vol. 45 (1969). pp. 525-527.

720. Montag, Jennie and Mary Finocchiaro. "Guidance and Curriculum for Puerto Rican Children." High Points. (January, 1951). pp. 32-42.

721. Montes, Marta. "La Primera Escuela Puertorriqueña en la Ciudad de Nueva York." La Prensa. September 17, 1961.

722. Morrison, J. Cayce. "The Puerto Rican Study--What It Is - Where It Is Going." Journal of Educational Sociology. Vol. 28 (December 1954). pp. 167-173.

The Puerto Rican Study, which was sponsored by the New York City Board of Education, was concerned with the education and adjustment of Puerto Ricans in New York City. During the first, exploratory year of the study, visits were made to twenty-seven schools which served Puerto Ricans; seven representative schools were studied intensively. Information was gathered to find out who the Puerto Rican students were, how they were adapting to the schools and how the schools were adapting to them. The second phase of the study was an experimental one in which fourteen schools cooperated in varying degrees. One major part of this phase was an experiment in teaching English as a second language; another was a study of means to promote the acculturation of Puerto Ricans. It was hoped that at the end of the study "a recommended program of action for adoption by all schools will emerge." (ECK)

723. Muckley, Robert L. "After Childhood, What Then? An Overview of Ethnic Language Retention (Elret) Programs in the United States." Revista Interamericana. Vol. 2 (Spring 1972). p. 1-15. (ED 061 808)

This paper describes some of the programs in bilingual education throughout the country. Some scholarly studies are mentioned and the author discusses "domain stability," the retention of the ethnic language in specific situations. Among Spanish-speaking groups, the author notes that Mexican-Americans conserve Spanish much better than Puerto Ricans, who tend to prefer English in all domains. Some suggestions for helping retention of the ethnic language are offered. The small amount of materials designed specifically for teaching ethnic-speakers their own language is discussed and some of those materials are evaluated. Almost all the bilingual programs and publications are aimed at Mexican-Americans, and the author suggests that there are other Spanish-speakers and speakers of Italian and other languages who could also benefit from such programs. (ECK)

724. McCuen, John J. "Puerto Rican Survey Seeks Best Methods." New York World Telegram and Sun. (April 7, 1954). p. 42.

725. Natalico, Diana S. and Frederick Williams. Carrascolendas: Evaluation of a Bilingual Television Series. Final Report. Texas University, Austin. Center for Communication Research. Washington, D.C.: Office of Education. June 1971. 204 pp. (ED 054 612)

726. National Education Association. Las voces nuevas de Sudoeste: Symposium on the Spanish-speaking Child in the Schools of the Southwest. Washington, D.C.: NEA Department of Rural Education. 1966.

727. Nedler, Shari. Early Education for Spanish-Speaking Mexican-American Children: A Comparison of Three Intervention Strategies. 1970. 8 pp.
(ED 037 778)

728. Nedler, Shari. A Preschool Program for Spanish-Speaking Children: Good Samaritan Center, San Antonio, Texas. 1966.
(ED 001 378)

729. Nedler, Shari. The Status and Educational Effect of Head Start Programs on Mexican American Children. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory. 1970. 16 pp.
(ED 056 804)

Approximately five research studies relating to Project Head Start and reviewed in this document disclose a gap in the knowledge base regarding the effectiveness of various intervention strategies implemented with Mexican American children. Programs have varied from community to community and only general trends can be identified at the present time. Among the findings are (1) experiments in language programs suggest that children benefit more from a structured program than from an unstructured one; (2) as measured by tests not sensitized to subpopulation variations, children from low-income families perform below middle-class children in cognitive, intellectual 1, and achievement behavior; and 3) children of parents have a high level of involvement in Head Start perform better on tests of achievement and development. Many questions remain unanswered regarding characteristics of learner, design and development or replicable instructional programs, training of teachers, and parental involvement and education. (RIE)

730. Nedler, Shari and Sebera, Peggy. "Intervention Strategies for Spanish-speaking Preschool Children." Child Development. Vol. 42 (1971). pp. 259-267.

This study compared 3 strategies of early intervention designed to increase the language and communication skills of disadvantaged 3-year-old Mexican-American children. Treatment group 1 (T1) included 16 children in a planned Bilingual Early Childhood Educational Program. Group T2 included 16 children who were indirectly involved in a Parental Involvement Program. Group T3 was composed of 14 children in a traditional day-care center. Before and after a 9-month intervention period, all Ss were tested with the Leiter International Performance Scale and the Peabody Picture Vocabulary Test in English and Spanish. On all measures, T1 made significantly greater gains than T2 or T3, indicating the greater effectiveness of the planned Bilingual Early Childhood Education Program. (from the article)

731. New York City Board of Education. Puerto Rican Study: Developing a Program for Testing Puerto Rican Pupils in New York City Public Schools. New York: Board of Education. 1959. 143 pp.

732. New York State Multiethnic Task Force. Programs, services, materials of the New York State Education Department for Black and Puerto Rican Studies. Albany: State Education Department. 1970.

733. Nuevas Vistas. A Report of the Annual Conference of the California State Department of Education (3rd, Los Angeles, April 24-26, 1969). California State Department of Education, Sacramento. 1970. 42 pp.
(ED 055 700)

734. Núñez, Louis and Charles Bahn. National Conference: Meeting the Special Educational Needs of Urban Puerto Rican Youth. Final Report. New York: Aspira, Inc. September 30, 1968. 14pp.
(ED 023 778)

"The available evidence, scant and incomplete though it may be, indicates that Urban Puerto Rican youth have distinctive educational problems of great severity." At a two-day conference of leaders of Spanish-speaking communities, sponsored by ASPIRA, an organization designed to develop Puerto Rican leadership, meetings were held to discuss the specific problems and needs of Puerto Ricans in the United States, to understand the reasons for the current situation and to plan programs to improve the educational situation of Puerto Ricans. After the conference, questionnaires were mailed to the participants, 3% of whom replied. Responses indicated that conference participants believed that positive action was necessary. Some of the steps that would be taken included exploration of bilingual education programs, parent education programs, and the creation of scholarship opportunities for Puerto Ricans. (ECK)

735. Osuna, J.J. "Report on Visits to New York City Schools." Government of Puerto Rico. Department of Labor and Employment and Migration Bureau. 1948.

736. Pallone, Nathaniel J. et al. Evaluation Study: Augmented Services for Non-English Speaking Pupils in Selected Junior High Schools, Board of Education, City of New York. New York: New York University. 1969.

737. El plan de Santa Barbara: A Chicano Plan for Higher Education. Santa Barbara, California: La Causa Publications. 1970.

738. Puerto Rican Community Development Project: A Proposal for a Self-Help Project to Develop the Community by Strengthening the Family, Opening Opportunities for Youth and Making Full Use of Education. New York: Puerto Rican Forum. 1964.

739. Raisner, Arnold; Philip Bolger; and Carmen Sanguinetti. Science Instruction in Spanish for Pupils of Spanish-Speaking Background. New York: New York City Board of Education. 1967.

740. Rapp, M.L. *Case Studies in Educational Performance Contracting. Part 5. Gilroy, California.* Rand Corporation. Santa Monica, California. Washington, D.C.: DHEW. December 1971. 61pp. (ED 056 251)

741. *A Report of the University of New Mexico's College Enrichment Program.* New Mexico University, Albuquerque Institute for Social Research and Development. Sante Fe: New Mexico State Board of Educational Finance. October 15, 1871 65p. (ED 058 997)

742. *Report of Workshops of the Fourth Annual Conference on Puerto Rican Education Held at Hunter College of the City University, May 18, 1964.* New York: National Conference of Christians and Jews.

743. "Reshaping Public Education: For Spanish-Speaking Children." *United Teacher.* (May 29, 1968).

Discusses Puerto Rican children in New York City.

744. Rice, J.P., Jr. "Education of Subcultural Groups." *School and Society.* Vol. 94 (1964). pp. 360-362.

This article discusses intelligence testing, and includes a very brief survey of the literature on "culturally loaded" measures of intelligence. The author suggests compensatory programs for the slower learners, TESOL programs for the non-native speaker of English, and encourages the development of new instruments for testing bilingual students. (DH)

745. Riggs, Virginia Fields. *Action Research in Oral English for the Linguistically Different Secondary Student: Odessa, Texas.* M.A. thesis, University of Texas of Austin. May 1971. 99p. (ED 058 763)

A program designed to decrease the number of linguistically differentiated, nonstandard speakers of English in Texas classrooms and to help potential dropouts attain proficiency in the use of English (thereby allowing them to achieve mobility in the dominant Anglo-American culture) is described in this report. The program provides linguistically different Negro and Mexican-American students the opportunity to acquire skills in standard spoken English. The problem is reviewed in general terms with emphasis placed on the sociocultural implications of dialectal variations. A review of the literature precedes a detailed description of the program implemented at Ector High School. A summary, limitations, conclusions, and recommendations concerning the project are included. Appendixes contain relevant project information and sample questions and exercises used. A bibliography is provided. (RIE)

746. Rubinstein, Annette T. (ed.). Schools Against Children; The Case for Community Control. Monthly Review Press. 1970. 299pp. (ED 040 221)

Collection of articles revolving around the struggle for full racial equality through community control of schools by Black and Puerto Rican people of New York City. (RIE abridged)

747. Salazar, Tony. A Summer Program for Hispano High School Students. A Report for the Second Year, June 15-July 10, 1970. Colorado University, Boulder, Department of Physics and Astrophysics. Denver County Public Schools, Colorado. 1970. 21p. (ED 058 978)

748. Sanguinetti, Carmen. Adapting Science Instruction in New York City Junior High Schools to the Needs of Puerto Rican Background Pupils. Unpublished Ph.D. Dissertation, Columbia University. 1956.

749. Seda Bonilla, Eduardo. "Ethnic Studies and Cultural Pluralism." The Rican. No. 1 (Fall 1971). pp. 56-65.

750. Smith, George W. and Owen L. Caskey, eds. Promising School Practices for Mexican Americans. Austin, Texas: Southwest Educational Development Laboratory; Texas Tech University, Lubbock. Washington, D.C.: Office of Education. 1972. 262p. (ED 064 003)

751. Strell, Joseph. "Elementary School Principals Visit Puerto Rico." High Points. Vol. 47 (February 1965). pp. 69-71.

752. Texas Education Agency. Preschool Instructional Program for Non-English Speaking Children. Austin: Texas: Texas Education Agency.

753. Thomas, Alexander, Retardation in Intellectual Development of Lower-Class Puerto Rican Children in New York City. New York: Department of Psychiatry, New York University. 1967. (ED 017 591)

The objectives of this study were 1) to identify any patterns of behavioral and intellectual function which appear to be detrimental to optimal learning and development; 2) to identify inter- and extra-familial influences which produce the above patterns; and 3) to identify favorable patterns which can be used to prevent or remedy the situation. The population to be studied was lower-class Puerto Rican children in New York City. The Ss were two groups of Puerto Ricans: 95 in one group which was followed from infancy, and 155 in the other group which consisted of their older siblings. For comparative purposes, 2 groups of advantaged White children were also tested. All children between the ages of 6 and 14 were administered the WISC; those children between the ages of 15 to 17 were administered the WAIS. The areas of investigation were as follows: the problem of IQ score decrement with increase in age; below normal academic achievement; differences in behavioral style; language development, as affected by bilingualism; and the effects of child care practices, home environment and family characteristics on the child's development. Analysis of data was not complete, as this was an interim report. However, the following conclusions are presented by the author: 1) the population of Puerto Rican children tested were retarded in school achievement; 2) the findings do not show a decrement of IQ level between pre-school and school ages, indicating that the retardation in intellectual achievement is not a result of cultural deprivation, etc.; 3) language development is not retarded by bilingualism; and 4) other factors must be responsible, (e.g. poor schooling, inappropriate teaching methods). The author noted that some factors in the home environment may also be at fault, but any such conclusions must be withheld pending complete analysis of the findings. (DH)

754. Thonis, Eleanor Wall. Evaluating the Effectiveness of Programs Designed to Improve the Education of Mexican-American Pupils. 2nd ed. Sacramento, California: California State Department of Education. Washington, D.C.: Office of Education. 1971 13p. (ED 062 047)

755. Threlkeld, Paul T. *The Effectiveness of Michigan Migrant Primary Interdisciplinary Project (MPIP) Curricula in Helping Children with English Language Problems.* (1970) 23p. (ED 063 979)

756. Tindall, Lloyd W. and Others. *An Examination of the Receptivity of Mexican-American and Anglo Rural Disadvantaged to Education Programs.* Michigan State University, E. Lansing. Center for Rural Manpower and Public Affairs. March, 1972. 34p. (ED 060 974)

In order to determine the willingness of rural disadvantaged to participate in educational programs, 125 rural male Anglo and Mexican-American household heads, both on and off welfare, were interviewed. The stratified sample was drawn from 4 Michigan counties. Based on findings from the 81 questions, these conclusion were made: Mexican-Americans were more willing to participate in educational classes than Anglos, and both groups desired to participate in such classes to get a job or a better job; there was no difference in willingness of these groups to participate in educational programs on the basis of welfare or nonwelfare status; decisions to participate would tend to be determined by the character of a prospective job; respondents were willing to participate in classes pertaining to their personal, educational, and social welfare (e.g. classes on buying food or obtaining credit); respondents tended to see themselves favorably in terms of ability to be hired for a job, run their own business, or be leaders, respondents indicated that classes should last no longer than 6 months; transportation to class was viewed as a problem; respondents would not spend their own money for tuition or supplies; age, residence, miles to high school, educational achievement, number of children, income, size of town shopped in, and time lived in Michigan did not affect willingness of the respondents to participate in classes; and proximity to a community college or university did affect willingness to participate. Included in the document are the study description, study implications, the questionnaire, and a guide for identifying disadvantaged household heads. (RIE)

757. Tireman, L.S. "Discovery and Use of Community Resources in the Education of Spanish-speaking Pupils." National Education Association, Department of Rural Education. Yearbook 1939. pp. 72-85.

758. Tireman, L.S. "New Mexico Tackles the Problem of the Spanish-Speaking Child." Journal of Education. Vol. 114 (November 1931) pp. 300-301.

759. Tucker, G.R. and Others. Cognitive and Attitudinal Consequences of Following the Curricula of the First Four Grades in a Second Language. McGill University, Montreal, Quebec. February 1971. 78pp.
(ED 055 485)

760. University of the State of New York. The State Education Department, Division of General Education, Bilingual Education Unit. Early Childhood Programs for Non-English-Speaking Children. Albany, New York: 1972 66pp.

761. Villaraonga, Mariano. "Program of Education for Puerto Rican Migrants." Journal of Educational Sociology. Vol. 28 (December 1954). pp. 146-150.

This is a brief description of the educational programs in Puerto Rico and how they affect prospective migrant, such as extension of education to more people, improvement of textbooks and instruction of English, adult education, social studies courses which include the continental United States, expansion of vocational education and establishment of exchange of personnel and educational materials with mainland cities. (ECK)

762. Weikart, David P. Early Childhood Special Education for Intellectually Subnormal and/or Culturally Different Children. Ypsilanti, Michigan: High/Scope Educational Research Foundation. 1971. 28p.
(ED 061 684)

763. Willis, Robert Manks. An Analysis of the Adjustment and Scholastic Achievement of Forty Puerto Rican Boys Who Attend Transition Classes in New York City. Unpublished Ph.D. Dissertation, New York University. 1961.
(Dissertation Abstracts. Vol. 22 (1961). pp. 795-796).

The objectives of this study were to identify the effects of transition classes on the adjustment, retention and scholastic achievement of forty Puerto Rican boys in a New York City school and to determine the implications their influence has for improvement of the curriculum. Ss were forty tenth grade boys from Morris High School in New York City; all Ss were born in Puerto Rico and had attended transition classes. Data was collected from the following sources: class record forms, cumulative report cards; interviews with students, parents, teachers and guidance counselors. Students were put into two groups according to their status at the time of the study: Group I, "Drop-Outs," and Group I , those students still attending school. The findings indicate that there were no significant differences between the social and educational characteristics of the two groups. Recommendations were made for curriculum improvement in terms of each student, in terms of the community. The author suggests 1) better transition classes, 2) improved TESL programs, 3) a more intensive guidance program, 4) more effective measures for the evaluation of these students, 5) more realistic placement of Puerto Rican students, 6) more effective programs in remedial reading, 7) an increased awareness and understanding of Puerto Rican students on the part of school personnel, and 8) increased participation of Puerto Rican students and adults in the educational process (including decision-making). (DH)

764. Zirkel, Perry Alan. Puerto Rican Parents and Mainland Schools. Hartford, Connecticut: Hartford Model Cities. November 1971. 98p. (ED 062 473)

This study constitutes the promised product of an institute on "Puerto Rican Pupils in Mainland Schools," sponsored by the Educational Leadership Institute and the University of Hartford during the summer of 1971. The stated purposes of the Institute were: 1) to stimulate communications and understanding between school and community representatives toward the improvement of the educational opportunities of Puerto Rican pupils in mainland schools; 2) to develop a data base concerning cultural and linguistic factors in the home environment that may be significant toward that end; and 3) to examine and interpret such data in terms of present and potential school programs and practices. The Institute focused on facilitating the relationship between the home and school environment of Puerto Rican pupils in Hartford as a possible model for other mainland school systems. The formal program of the Institute was concentrated in the week of June 28-July 2. The morning sessions provided the opportunity to interact with several resource people in small group discussions. The afternoon sessions were devoted to conducting structured interviews in the homes of a cross-section of Puerto Rican families who had children in the Hartford schools. The duration of the summer was used for further research and the final writing of independent individual reports, each culminating in recommendations for improving the educational opportunities of these children in the Hartford schools (RIE)

765. Zirkel, Perry A. "Self-Concept and the 'Disadvantage' of Ethnic Group Membership and Mixture." Review of Educational Research. Vol. 14 (1971). pp. 211-225.

The author presents a brief review of the literature on the self-concept of minority group members, and discusses the relationship between low self-evaluation and academic under-achievement. He concludes that ethnic group membership may have some effect, positive or negative, on the self-concept of the disadvantaged child. The supposed "disadvantage" of minority students can be turned into an advantaged by enhancing the self-concept, perhaps through such programs as bilingual-bicultural education and Black Studies. (DH)

Teaching English as a Second Language

766. Abbey, Karin L. Social Studies as Social Anthropology: A Model for ESL Curricula. Paper presented at the Sixth Annual TESOL Convention, Washington, E.D.C. February 28, 1972. 15p. (ED 060 735)

767. Adair, J.B. and Robert L. Curry. Talking It Over: An Adult Reading Readiness Program for the Culturally Different. 2 vols. Chicago: Follet. 1966.

768. Adams, John V. and Wallace K. Ewing. A Study of Student Attitudes toward English as a Second Language in Puerto Rico. (1971). 58p. (ED 057 695)

The results of a questionnaire designed to investigate Puerto Rican students' attitudes toward learning English show that there is a predominantly positive attitude toward English-as-a-second language in the Puerto Rican town studied in this survey. The questionnaires solicit information from students in grades five through eight concerning personal data, students' contact with English, amount of English used, parental attitudes, and student attitude toward learning English. The shortcomings of Puerto Rico's standardized English curriculum may result from inappropriate teaching methods rather than from a negative attitude on the part of the students. The students may be receiving too much language material in too little time without reinforcing what is learned in class through use outside of class. English might be better taught as a foreign language. English and Spanish versions of the questionnaires are provided along with graphs illustrating the results of this survey. (RIE)

769. Anderson, Virginia. "Teaching English to Puerto Rican Pupils." High Points. (March, 1964). pp. 51-54.

770. Andersson, Theodore. "The Optimum Age for Beginning the Study of Modern Languages." International Review of Education. Vol. 6 (1960). pp. 298-306.

This is a review of the way children learn language with suggestions as to when and how a second language should be taught. After describing the way infants learn language, the author describes situations where young children are able to use three or four languages in appropriate situations without confusion; he notes that after a certain age, approximately ten, children begin to lose the facility to learn language. The author tentatively proposes age four as the earliest recommended age to begin language study, and suggests that the best method for language learning is in a natural situation with an adult native speaker. He cites some opinions that bilingualism may be harmful, but also mentions other opinions that knowing a second language is worthwhile. (ECK)

771. Arthur, Bradford. "Reading Literature and Learning a Second Language." Language Learning, 18:3 and 4 (December, 1968).

Demonstrates that literature in ESL programs must both teach second language skills and retain its literary values for second language learners. (NYS Bibliography)

772. Banathy, Bela et al. "The Use of Contrastive Data in Foreign Language Course Development: in Albert Valdman (ed.) Trends in Language Teaching, New York: McGraw-Hill, 1966.

In the context of discussing the gap between the "how" and "what" of ESL teaching, this article presents the use of contrastive analysis and research data. It also presents an inventory of target elements in an ESL course. (NYS Bibliography)

773. Bartlett, Alma J. From Spanish to English the Natural Way. El Paso Board of Education, Texas. 1949. 261pp. (mimeographed)

774. Basic Occupational Language Training (BOLT). Final Report. Puerto Rican Forum, Inc., New York, New York. Washington, D.C.: Manpower Administration (DOL), Office of Special Manpower Programs. 1969. 121pp.
(ED 055 151)

This 18-month phase of a continuing demonstration project was designed to develop and test a program of English literacy training for Puerto Rican workers. Participation in the Basic Occupational Language Training (BOLT) program was based on the assumptions that an intensive exposure basis will result in significant improvement in job-related and non-job-related English language capability as measured by designated tests and follow-up, and improvement in language capability will contribute significantly to persistence, success in and benefit from specific job upgrading programs, as derived from analysis of skill training reports and follow-up in employment. Other than the positive results that language improvement does, in fact, occur, and that it contributes to job retention and upgrading, other inferences can be made from the data from computer analysis and a range of evaluation data compiled. The assumption that older men resist training is unwarranted as shown by significant increases in language competency in 40- and 50-year-old students. The report gives an account of techniques and actions which resulted in a continuation of the experimentation in a second phase now in progress. (RIE)

775. Behavioral Objectives for English as a Second Language (Developmental Copy). Four County Committee on Behavioral Objectives. California August 1969. 79pp.
(ED 035 874)

776. Bigelow, G.E. and D.P. Harris. The United States of America: Readings in ESL. New York: Holt, Rinehart and Winston. 1960. paper.

777. Blackburn, Ruth M. "English for Foreign Students Goes Out on the Streets," TESOL Quarterly, 5:3 (September, 1971), pp. 251-256.

There is much discussion these days about what to do in the FL classroom to develop skills in communication. For the foreign students in our universities the best laboratory is outside the classroom - in the community of native speakers of English. It is obvious that this setting is more natural and more challanging for the students and that, as they talk with Americans, their oral fluency will improve. What is not so obvious is that when students draw upon community experiences for their themes, their writing improves. Field experiences, featuring interviews with native speakers as a source of information and ideas, help to wean the foreign students away from over-reliance on the bilingual dictionary and on the authority of the textbook. Careful preparation for the field experiences will help the students to develop more self-confidence and to be more observant of details, more independent in their thinking, and more responsible in their statements. (author)

778. Blatchford, Charles H. A Theoretical Contribution to ESL Diagnostic Test Construction. Paper presented at the Fifth Annual TESOL Convention, New Orleans, Louisiana, March 7, 1971. 12pp.
(ED 055 484)

A diagnostic test in English as a second language should be a series of miniature tests on specific problems. Subscores in each area should be considered rather than a total score. The results should be used to probe mastery in an area rather than provide the means for comparing one student against another. The statistical reliability of the results does not necessarily depend on test length. The teacher should look at each item for each student rather than the score and should spend more time studying the analysis of each student's test. The criterion of the percent of correct decisions may be a more meaningful measure than ascertaining the traditional coefficients of reliability. Tables provide the statistical data under consideration. (RIE)

779. Bordie, John G. "When Should Instruction in a Second Language or Dialect Begin?" Elementary English. 48:5 (May, 1971) p. 551-558.
(EJ 042 896)

A preprint from a forthcoming pamphlet of the National Conference on Research in English. (RIE)

780. Bordwell, Constance. "The Film and the ESL Program: To View or Not to View," Journal of English as a Second Language, Vol. 4 (Spring, 1969).

Presents considerations for and against the use of films in ESL teaching. (NYS Bibliography)

781. Bowen, J. Donald. "Characteristics of an Effective Program of Teaching English as a Second Language," California Education, Vol. 3, (February, 1966).

Outlines the characteristics of a typical ESL program, centering on (1) how to produce an effective program and (2) how to appraise such a program. (NYS Bibliography)

782. Bracy, Maryruth (ed.) Workpapers in English as a Second Language, Volume III, Los Angeles: UCLA, 1969, 96pp. (ED 054 666)

Several articles discuss teaching and learning a second language and practical considerations in second language learning such as reading and writing skills, the use of poetry, the concept of style among elementary school children, and procedures and objectives for analyzing classes. One article concerns attitudes toward the teaching of a particular pronunciation of English. Also contains abstracts of Masters Theses completed by students studying TESL. (RIE abridged)

783. Bracy, Maryruth (ed.). Workpapers in Teaching English as a Second Language, Volume IV, Los Angeles: UCLA, 1970, 130pp. (ED 054 664)

Several articles concern topics on language instruction: the art of language teaching, bilingual education, literature study, composition writing, testing by dictation, problems of elementary school teachers, English curriculums for non-English speakers, computer applications and second language learning. Others concern language-teacher preparation: suggested areas of research by Masters-Degree students and programs for specializing in teaching English to the disadvantaged. Papers on linguistic theory include diacritics in modern English graphology and the pragmatics of communication. Abstracts of Masters theses approved during the year are also included. (RIE abridged)

784. Briere, Eugene J. "Quantity before Quality in Second Language Composition," Language Learning, 16:3 and 4 (1966).

Citing the lack of empirical evidence about teaching composition in ESL classes, the author discusses a method of "free association" writing. Discussion includes subjects, procedure, and results.

785. Bumpass, Faye. Teaching Young Students English as a Foreign Language. New York: American Book Company, 1963. (paper) 198 pp.

Discusses the advantages of introducing a foreign language early in school, the linguistic and psychological aspects of foreign language teaching in the elementary grades, teaching methods leading to aural-oral mastery of a language, the use of audio-visual materials, and the preparation of structured drills. (NYS Bibliography)

786. Burt, Marina K. Goof Analyses in English as a Second Language. Paper presented at Harvard University, Cambridge, Massachusetts. October 1971. 16p.
(ED 061 838)

787. Cabrera, Patricia (comp.) An Introductory Bibliography for Teachers of English to Speakers of Other Languages. 1965.
(ED 016 914).

788. Carr, Elizabeth B. "Teaching the 'TH' Sounds of English," TESOL Quarterly, 1:1 (March, 1967).

A survey of reference materials on the oral production of the "th" sounds in English (/0/,/ /) reveals certain confusion and disagreement. Difficulties arise concerning not only the description of these two phonemes, but the manner in which they should be taught to non-native speakers. This article deals with the problems encountered in learning to produce the sounds and suggests techniques for creating materials in order to teach them. (RIE abridged and rev.)

789. Carroll, John B. "Current Issues in Psucholinguistics and Second Language Teaching," TESOL Quarterly, 5:2 (June, 1971), p. 101-114.

It is urged that there is no real conflict between the audiolingual habit and cognitive code learning theories as applied to language teaching. It is false to make an opposition between rule-governed behavior and language habits. The notion of habit is, however, more general than that of rule, and is not as conceptually inadequate as sometimes claimed. The learning of second languages requires both the acquisition of knowledge about rules and the formation of habits described by these rules. Language teaching procedures can be improved by application of psychological knowledge concerning the learning of language habits. It is stressed that situational meaning must be incorporated into language rules where it is applicable, and that the corresponding language habits must be made contingent upon these situational meanings. (author)

790. Cervenka, Edward J. "TESOL-The State of the Art Today," TESOL Newsletter, 2:1 and 2 (January-March, 1968).

Contends that, whereas previously most practice was based on faith in the linguists, controlled experimental study is possible now. Points out that most support is still given to "audio-lingual" controlled and patterned intensive vocal practice, but that such is an oversimplification of ESL process. The greatest stimulus to research lies in federal government support of compensatory education programs for the socially disadvantaged at the elementary and secondary levels. Points out other promising areas: programmed learning, language laboratories, study of culture. (NYS Bibliography)

791. Chamot, Anna Uhl. English as a Third Language: Its Acquisition by a Child Bilingual in French and Spanish. Ph.D. Dissertation, University of Texas at Austin. May, 1972. 247p. (ED 060 770)

792. Ching, Doris C. "Reading Language Development and the Bilingual Child," Elementary English. 46:5 (May, 1969).

An annotated bibliography of articles, some from as early as 1930, concerned mainly with Negro and Spanish-speaking elementary and preschool youth. (NYS Bibliography)

793. Citizens' Committee for Children of New York. Do You Understand? N-E Program in the New York City Schools. New York: Citizens' Committee. 1961. 23pp.

794. Coindreau, J. "Teaching English to Spanish-speaking Children." National Elementary Principal. Vol. 25 (1946). p. 40-44.

795. Conway, William D. "The Undergraduate Major in TESOL." TESOL Quarterly. 3:1 (March, 1969).

Discusses in detail the B.A. program in TESL at the English Language Institute, Church College of Hawaii. (NYS Bibliography)

796. Cox, Adrienne F. Reading Is Whose Speech Written Down? Paper presented at the Sixth Annual TESOL Convention. Washington, D.C.: February 28, 1972. (ED 062 877)

Schools cannot change the language of children; the entire social structure is involved, particularly our patterns of social mobility and the values of lower class culture. At the early elementary level, children should be encouraged to use their own language to the fullest extent. Reading instruction for these youngsters should concern characters and experiences they can identify with. Having readers in the dialect may only further confuse the reading process. Standard English-as-a-second-dialect is a definite asset in our society but kindergarten or even earlier is not the place for drill to start. There has to be a desire and inward motivation on the part of the individual to switch his/her dialect. Until a youngster is old enough to reason and conceptualize the consequences involved in either acquiring or not acquiring the standard dialect, drill *per se* is a worthless endeavor on the part of the elementary school teacher. (RIE)

797. Darin, Steven. "Trends in EFL Teaching at American Universities." TESOL Quarterly. 1:3 (September, 1969).

The author surveys the development and implementation of programs during the past decade. (NYS Bibliography)

798. D'Arrigo, Peter. "Variables and Instructional Arrangements for the Non-English Speaking Child in the School Program." Elementary English. Vol. 49. No. 3 (March 1972). pp. 405-409.

799. Davis, Bertha M. and Others. Teaching Reading to the Bilingual Child: Motivational Techniques. Sharing Ideas, Volume 7, Number 6. Arizona State Department of Education, Phoenix. 1970. 69pp.
(ED 055 698)

The motivational techniques presented in this document were prepared by participants in the Education 641 Workshop (Teaching Reading to Bilinguals) during a 1970 summer session at Northern Arizona University, Flagstaff. The 42 contributors (some are Navajo or speak Navajo) describe techniques that they have used in teaching reading of English to Navajo children in grades K-8. Activities and techniques are arranged by grade level. (RIE)

800. DiPietro, Robert J. Bilingualism and Bidialectalism. Paper presented at the 1970 Spring Institute on Teaching English as a Second Language and as a Second Dialect, Tallahassee, Florida, February 13-17, 1970. 15p.
(ED 061 824)

801. Drennan, Orlena P. The Progress of Reading of Second-Grade Spanish-Speaking Pupils. Master's thesis, University of Texas. 1939.

802. Epstein, Erwin H. Value Orientation and the English Language in Puerto Rican Attitudes Toward Second Language Learning among Ninth Grade Pupils and their Parents. Unpubished Ph.D. Dissertation, University of Chicago. 1966.

803. Ervin, Susan. "Second Language Learning and Bilingualism." in C.E. Osgood, Psycholinguistics: A Survey of Theory and Research Problems. Baltimore, Maryland: Waverly Press, Inc. 1954. pp. 139-146.

804. Evaluation Progress Report on Innovational Activities within the Applied Language Research Center under Title III of the Elementary and Secondary Education Act. El Paso Public Schools, Texas. Washington, D.C.: Office of Education. April 1967. 76p.
(ED 062 897)

This document discusses three educational experiments currently in progress within the Applied Language Research Center. Each of the programs concerns problems relating to teaching Spanish-speaking pupils in a public school setting. The Grade One Experimental Project is designed to determine if instruction in Spanish at the primary level (in an English-speaking school environment) would be of value to the pupil who is principally Spanish oriented. The second project concerns teacher training and involves an intensive English and methods course as well as a beginning Spanish course for non-Spanish-speaking school personnel. The third experiment involves a course in English as a Second Language for the out-of-school neighborhood youth corps. The progress evaluation for each project is discussed and appendixes provide further details on each experiment. (RIE)

805. Feigenbaum, Lawrence. "Teaching English to Puerto Rican Youth." High Points. (January, 1952). pp. 45-48.

806. Finocchiaro, Mary. "A Suggested Procedure in the Teaching of English to Puerto Ricans." High Points. (May, 1949). p. 60-66.

807. Finocchiaro, Mary. "Teaching English to Speakers of Other Languages: Problems and Priorities." English Record. 21:4 (April, 1971). pp. 39-47.
(EJ 047 662)

Adapted from the address given by the current national president of TESOL at the first meeting of the New York Affiliate (November, 1970). (CIJE)

808. Fishman, Joshua A. "Bilingual Sequences at the Societal Level." On Teaching English to Speakers of Other Languages, Series II. (Ed. by Carol J. Kreidler.) Champaign, Ill.: National Council of Teachers of English, 1966. pp. 139-144.

809. Fox, Melvin. "English as a Second Language: Development," Overseas, 3:5, 1964.

A survey of the increasing need for English in overseas countries, how the need can be met, factors affecting the development of English teaching resources overseas, and U.S. resources and activities in the field at home and abroad. (NYS Bibliography)

810. Gatbonton, Elizabeth C. and Richard G. Tucker. "Cultural Orientation and the Study of Foreign Literature" TESOL Quarterly, 5:2 (June, 1971), pp. 137-143.

In the Philippines, high school students study via English, a second language. The results of the present research suggested that Filipino high school students misunderstand American short stories because they read into them inappropriate values, analysis was used to isolate potential areas of difficulty. A group of students taught using information provided by this technique, and then tested, performed more like an American control group than Filipino students who had not received this training. The implications of these findings for other pupils studying via second languages are discussed. (author)

811. Harris, David P. Testing English as a Second Language. New York: McGraw-Hill, 1969. 151pp.

The objective of this book is to enable the ESL teacher to improve his own classroom measures and to make sound assessments of standardized tests which he may be asked to select, administer and interpret. The opening chapters introduce the general purposes and methods of language testing. Following chapters describe specific techniques for testing grammar, vocabulary, etc., and the processes involved in constructing and administering tests and interpreting the results. The final chapter offers procedures for calculating a few basic test statistics. Text does not assume previous training in tests and measurements or knolwedge of advanced mathematics. (NYS Bibliography)

812. Harris, David P. and Leslie A. Palmer. CELT: A Comprehensive English Language Test for Speakers of English as a Second Language. New York: McGraw-Hill. 1970.

Consists of test forms and examiner's books for listening comprehension, structure, and vocabulary, accompanied by a Technical Manual with descriptions of the tests and information on test statistics and norms. Suitable for high school students or older. Intended as a placement test but adaptable for use as a measurement of achievement as well. (CAL Bibliography)

813. Harris, David P. "The Intonation of English 'Yes-No' Questions: Two Studies Compared and Synthesized," TESOL Quarterly, 5:2 (June, 1971), pp. 123-127.

This paper summarizes two studies of the intonation patterns of English yes-no questions. These studies were based on the analysis of informal, spontaneous speech occurring on radio and or television programs and followed similar analytical procedures, yet they produced different results. The tentative conclusion proposed to explain these differences is based on dissimilarities in the corpuses upon which the analyses were made: when native speakers are asked a succession of yes-no questions to draw out specific information, falling intonation predominates; whereas when these questions occur only intermittently in extended discourse, rising intonation is definitely favored. (author)

814. Hendrickson, R.H. "ESL - Who Needs It?" English Record. 21:4 (April, 1971). pp. 47-52.
(EJ 047 663)

Reviews the difficulties teachers face in evaluating the competence of their students in using English, and suggests recognition of the influences that may inhibit language performance in the classroom when the speaker comes from a minority sub-culture. (CIJE)

815. Hill, L.A. Selected Articles on the Teaching of English as a Foreign Language. London: Oxford University Press, 1967 (paper)

Based on more than ten years' experience in Britain, the U.S., Germany, India, Taiwan and Japan, these collected articles of the author touch on various aspects of EFL teaching: grammatical and usage questions, methodology, syllabi, examinations and audio-visual devices. (NYS Bibliography)

816. Hok, Ruth. "The Concept of 'General-Specific' and Its Application to The/A and Some/Any", TESOL Quarterly, 4:3 (September, 1970), pp. 231-239.

The general-specific concept applied so widely in academic and philosophical concerns is defined as a matter of thinking in wholes, and in parts as they relate to wholes; or alternatively, taking a broad view versus a restricted view. This concept is examined as the key to the native English-speaker's use or non-use of the and a, as well as to his choice between some and any. Finding support in Miller's unitization theory of human knowlege with Mandler's hierarchical adjustment of it, the argument presented here suggests that in handling the various units a 'repositioning' process occurs resulting in a view which may be termed either macro- or microscopic, and that it is on this that the speaker's verbal choice depends. In other words, it is the adjustment of the view from general to specific that explains the fact that 'non-count' nouns on occasion become 'count', that (regardless of the negative or affirmative construction of the sentence) some is used as distinct from any. (author)

817. Hok, Ruth. "Principles and Techniques Characteristic of the Oral Approach," Language Learning, 16:1 and 2 (June, 1966).

Presents ESL teaching within the context of the goals of speaking and understanding the language as a system of patterns. Draws largely on the findings of structural linguistics, particularly in the area of contrastive analysis. (NYS Bibliography)

818. Jakobovits, Leon A. "Implications of Recent Psycholinguistic Developments for the Teaching of a Second Language," Language Learning, 18:1 and 2 (June, 1968).

Psycholinguistic theory emphasizes the developmental nature of the language acquisition process; limitation, practice, reinforcement, and generalization are no longer considered theoretically productive concepts in acquisition. Points out the implications of this principle for second language teaching: "transformation exercises" at the phonological, syntactic and semantic levels. (NYS Bibliography)

819. Kaneda, Michikazu. Toward Constructing a Theory of Teaching English as a Foreign Language (1): Preliminary Consideration. Ehime University (Japan), School of Education. March 1972. (ED 064 999)

820. Kaufman, Maurice. The Effect of Instruction in Reading Spanish on Reading Ability in English of Spanish-Speaking Retarded Readers. Unpublished Ph.D. Dissertation. New York University. 1966. (Dissertation Abstracts. Vol. 28. p. 1299A)

The problem was to determine the effect of instruction in reading Spanish on reading ability in English of Spanish-speaking children who were retarded in reading English. Ss were 139 Spanish-speaking seventh graders in two New York City junior high schools. The experimental procedure was instruction in standard Spanish with emphasis on reading skills: both the experimental and control groups received equivalent instruction in English. Initial tests used were the Cooperative Inter-American Pruebas de Lectura, Intermedio (CIA) the Durell-Sullivan Reading Capacity and Achievement Tests, Intermediate, the Hoffman Bilingual Schedule, and the California Test of Mental Maturity, Elementary. Some of the conclusions of this project are: 1) there is some evidence of positive transfer of learning and no evidence of interference from instruction in reading Spanish to reading ability in English; 2a) common abilities seem to play a part in determining the Spanish-English bilingual's reading ability in each language when instruction is given in both languages; 2b) there is no conclusive evidence that intelligence is more effectively utilized when reading instruction is based on the subject's total linguistic background; 3) there is no conclusive evidence that amount of transfer is directly related either to intelligence or to amount of Spanish used in the home; 4a) instruction in reading Spanish results in greater reading ability in Spanish; 4b) IQ is unrelated to progress in reading Spanish in a given time interval; and 5) exposure to Spanish at home facilitates progress in reading Spanish when no school instruction in Spanish is given. (ECK)

821. Kaufman, Maurice. "Will Instruction in Reading Spanish Affect Ability in Reading English?" Journal of Reading. Vol. 11 (April, 1968). pp. 521-527.

822. Klebaner, Ruth. "Providing for ESL Pupils During the Total School Day." TESOL Quarterly. 3:3 (June, 1969).

Concerned with how English language learners interspersed among native English speakers in a regular classroom might participate in classroom activities at times when they are not receiving specific ESL instruction. (NYS Bibliography)

823. Knight, James. A Laboratory Study of the Reading Habits of Spanish-Speaking Children. Ph.D. Dissertation, University of Texas, 1931.

824. Kriedler, Carol J. and Pedtke, Dorothy A. (eds.). Teaching English to Speakers of Other Languages; United States: 1969. 1970. (ED 040 393)

The report summarizes a number of United States activities in or related to the teaching of English to speakers of other languages. Sources of information include reports from federal, state, and city government agencies; articles and notices in newsletters and professional journals; brochures; and personal contact. Sections cover (1) English language teaching and teacher training in the United States; (2) English language teaching and teacher training overseas; and (3) materials, testing and research. An index of organizations and addresses is appended. (from the document abridged)

825. Krohn, Robert. "The Role of Linguistics in TEFL Methodology," Language Learning, 20:1 (June, 1970).

Discusses three possible roles for linguistic theory in TEFL methodology and argues that its limited role of providing theoretical insights is by far the most defensible. (NYS Bibliography)

826. Lambert, Wallace. "Psychological Approaches to the Study of Language, Part II: On Second Language Learning and Bilingualism." Modern Language Journal. Vol. 47 (1963). pp. 114-119.

827. Lambert, W.E. and G.R. Tucker. The Home-School Language Switch Program: Grades K through 5. In "Conference on Child Language." preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971. p. 319-147. (ED 060 750)

828. Lambert, Wallace E. and others. A Study of the Roles of Attitudes and Motivation in Second-Language Learning. Montreal: McGill University, 1962. (Mimeo).

829. Lambert, W.E. and R.C. Gardner. Attitudes and Motivation in Second Language Learning. Rowley, Massachusetts: Newbury House Publishers. 1971. $5.95 (paper).

What is skill in language learning? How important is intelligence, motivation, attitude, and society to foreign language learners? Do negative ideas of a culture affect Americans' learning ability? Would knowledge of the social and psychological implications strengthen language teaching? These and other questions are answered.

830. Levenson, Stanely. "The Language Experience Approach for Teaching Beginning Reading in Bilingual Education Programs." Hispania. Vol. 55, No. 2 (May 1972). pp. 314-319. (EJ 056 358)

831. Levenson, Stanely. "Preparing for or Revitalizing ESL Programs: The Task Group Approach." TESOL Quarterly. 3:1 (March, 1969).

Presents phases for the work of such a task group, guidelines for establishing an ESL program, and suggestions for implementing the program. (NYS Bibliography)

832. Levinsky, Frieda L. Research on Bilingualism. March 1972. 74pp. (ED 062 839)

This discussion of bilingualism and second language learning concerns many linguistic considerations that figure in the problem of language instruction. The author reports on current research and on the ideas of several noted linguists. Topics considered in this study are the goals of the bilingual education program, reasons for becoming bilingual, a definition of bilingualism, bilingual dominance and balance, types of bilingualism, bilingual barriers, second language study, two kinds of language learning theories, the effective teacher, and test validity. Included also are reports of observations in bilingual classroom observations. The summary from a national survey of linguistic methodology is provided along with a bibliography. (RIE)

833. Lumpkin, James. "How Does an 'In-Betweener' Teach ESL?" School Management. Vol. 16, No. 4. (April 1972). pp. 32 (EJ 054 961).

This brief article describes how one school district that was too poor to hire a regular ESL teacher and too rich for federal aid (an "in-betweener") managed to institute a program for its Spanish-speaking children. The solution was to use community helpers who know both Spanish and English. The helpers visit ESL classes at other schools and work closely with the principal who gives them help with school equipment and ideas for teaching. The children involved ususally have one hour of instruction, with no more than four in a group. Some professional material is used, but other material is adapted from regular classroom items. The helpers are also involved in discussions with classroom teachers.(ECK)

834. MacCalla, Thomas A. "Organization and Administration of ESL Programs in the Public Schools," TESOL Quarterly. 2:2 (December, 1968).

Gives a six-step outline for reaching the objectives of such a program. Serves as a model for organizing and administering ESL programs in the public schools. (NYS Bibliography)

835. Marckwardt, Albert H. The Relationship between TESOL and the Center for Applied Linguistics. Paper presented at the Sixth Annual TESOL Convention. Washington, D.C., February 29, 1972. (ED 064 997)

836. Marckwardt, Albert H. "Teaching English as a Foreign Language: A Survey of the Past Decade," The Linguistic Reporter, Supplement No. 19 (October, 1967).

A summary of American experience in teaching English to immigrants and training teachers for teaching English abroad, this report highlights the developments and still-pressing problems of ESL/EFL teaching. (NYS Bibliography)

837. Marquardt, William F. "Programmed Instruction: General Principles for the Teaching of English as a Second Language," Language Learning, 13:2 (1963).

Discusses the role of programmed instruction in teaching and the specific attention it gives to the special nature and circumstances of the learner in an ESL program. (NYS Bibliography)

838. Marquardt, William F. "The Tenth International Congress of Linguistics: Implications for Teaching English as a Second Language," TESOL Newsletter, 2:1 and 2 (January-March, 1968).

Notes that within the area of language study, syntactics, semantics and pragmatics have received much attention but that the "study of ways of bringing about competence in new language behavior" have received very little. Contends that the model the language learner should use ought not to be that of the linguist, but rather a fusion of it with that of the five major trends that may point up skills and techniques of possible use to teachers in the field. (NYS Bibliography)

839. Matthies, Barbara P. "TESOL at the '5 and 10'." TESOL Quarterly. 2:4 (December, 1968).

Presents models for teacher-made TESOL Materials such as: Woolworth's and the Vocabulary Class, Simon and Garfunkel in the Language Lab, Comprehensive News Coverage, Mail-Order Americana, and Beware the Innocent "Educational" Film. (NYS Bibliography)

840. Maynes, J.O., Jr. House Bill No. 1: Special English Classes. Evaluation. Arizona State Department of Education, Phoenix. October 1971. 31 pp.
(ED 055 703)

Defining the overall objective of bilingual education to be the integration of the child into the mainstream of American life while maintaining audiolingual skills in both English and the native language, without losing certain aspects of the subculture, this report summarizes information from 19 school districts involved in special English classes funded under the Arizona State House Bill No. 1. Utilizing results derived from the Monroe Oral Language Scale for 16 of the 19 school districts involving approximately 6,000 predominately Spanish-speaking or American Indian children (grades 1 through 3), significant progress in oral language development during the interim between pre- and post-tests was found. Although no controls were used to account for maturation effects, it was deemed probable that the gains were due to the special English classes. Among the recommendations, it is noted that a uniform testing methodology be implemented and that the comparison of results between different school districts be avoided. (RIE)

841. Menton, Seymour. "Teaching English to Puerto Rican Students." High Points. (November, 1952). pp. 67-70.

842. Mercer, O.R. "The Non-English-Speaking Learn Our Language." Instructor. Vol. 53 (November 1943). p. 14.

843. Morrisroe, Michael and Sue Morrisroe. "TESL: A Critical Evaluation of Publications, 1961-1968." Elementary English. Vol. 49 (January 1972). pp. 50-61.

The authors surveyed 20 periodicals for articles relating to the field of Teaching English as a Second Language. They classified the articles into two main divisions, scientific and non-scientific; of the 230 articles read there were only 17 that could be classified as scientific descriptions of research. Much of the research dealt with reading and oral English; the second largest group was second language testing. Other, one-of-a-kind articles were described by the term miscellaneous. The authors note that in general the articles are limited in application and show the great need for more research and more control and care in conducting and reporting the projects. (ECK)

844. Mullen, Dana. LEREC: Learning English as a Second Language through Recreation. Saskatchewan New Start, Inc. Canadian Dept. of Regional Economic Expansion, Ottawa. 1972. 263 pp. (ED 064 993)

845. Murra, Elizabeth. "Learning English as a Second Language." Journal of Educational Sociology. Vol. 28 (December, 1954), pp. 181-192.

This is a report of observations made of children aged 3-8 learning English; they were either born in New York of Puerto Rican parents or reached New York by the time they were pre-school age. The observations were made over a period of two years at a Harlem day-care center where the Spanish-speaking children were a minority. The children learned English through interaction with the English-speaking children, but there were differences in the way the language was learned. The 3-4 1/2 year olds learn English on their own intiative in order to interact; they feel no shame at speaking Spanish and continue to use it in appropriate situations (with parents, for example). On the other hand, older children feel pressure to learn English and seem ashamed of and reluctant to speak Spanish. Also noted was the conflict with parents when their children stop speaking Spanish, with a suggestion that it would be worthwhile to look for ways to lessen the inter-generational conflict. (ECK)

846. Nash, Rose. "The Place of the English Language in the U.S.S.R. (as compared to Puerto Rico)," Revista Interamericana Review, 1:1 (Spring, 1971), 13pp. (ED 053 583)

The author notes that English language instruction in the Soviet Union is characterized by well-trained teachers, good facilities, and an emphasis on practical phonetics, although writing skills are not up to contemporary standards. The program there suffers some from lack of contact with an English-speaking country. In Puerto Rico there is that contact but a lack of well-trained teachers and good facilities. Also, the Soviet student studies English to enrich his life and is not afraid he will lose his Russian culture. In Puerto Rico many students regard the study if English as a necessary evil that will soon be done away with, making it a waste of time. (RIE)

847. Natalico, Diana S. and Frederick Williams. "What Characteristics Can 'Experts' Reliably Evaluate in the Speech of Black and Mexican-American Children?" TESOL Quarterly. Vol. 6, No. 2 (June 1972). pp. 121-127.
(EJ 060 715)

848. National Council on the Testing of English as a Foreign Language. Test of English as a Foreign Language (TOEFL). Princeton, New Jersey: Educational Testing Service (1964) (revised annualy).

A battery of five diagnostic subtests: Listening Comprehension, Structure, Vocabulary, Reading Comprehension and Writing. (NYS bibliography)

849. Ohannessian, Sirapi. "TESOL Today - A View from the Center." TESOL Quarterly. 3:2 (June, 1969).

Surveys ESL teaching from the founding of the Center for Applied Linguistics through the beginning of International Conferences on Second Language Problems and other activities, conferences and publications that have come into being over the past decade. (NYS bibliography)

850. Ohannessian, Sirarpi and Ruth E. Wineberg. Teaching English as a Second Language-Adult Education Programs. Washington, D.C.: Center for Applied Linguistics, 1966. (paper)
(ED 018 788)

An annotated bibliography of interest to teachers of English to adults. Includes background readings, teachers' guides and handbooks, adult education course materials, general course materials, and specialized English language texts and dictionaries. (NYS bibliography)

851. Oller, John W., Jr. Assessing Competence in ESL: Reading. Revised version of a speech presented at the Sixth Annual TESOL Convention Washington, D.C. March 1, 1972. 25p.
(ED 060 757)

Results from research with eye movement photography (EMP) are discussed with a view to defining differences between native-speaker and non-native reading processes. The greatest contrast is in terms of the duration of eye fixations; non-native speakers at the college level require about as much time for a fixation as an average native-speaker at the third grade level. Various tests of reading skill are discussed and correlations with other tests are given. The hypothesis is advanced that high correlations between tests of listening, speaking, reading, and writing are an indication of test validity. Support for tests which can easily be constructed by classroom teachers is provided.

852. Pascual, Henry W. ed. Reading Strategies for New Mexico in the 70's Resource Guide No. 2. January 1972. 29p. (ED 061 022)

The three papers in this resource guide are oriented to the needs of Spanish-surnamed and Indian children. The first paper points out three concerns to be examined before selecting reading materials: (1) the population for whom selection is planned, (2) criteria emphasizing children's needs, and (3) apparent trends in reading instruction. The second paper stresses teacher-student interaction, diagnostic teaching, and classroom management in the elementary school. The author feels that standardized tests, especially their norms should not be used with minority groups, but that the informal reading inventory is best for these children. The third paper observes that schools are serving the interests of the dominant social forces, and that while unable to reform schools, teachers can humanize their classrooms by examining and revising certain beliefs which lead to antihumanistic school practices. References are included. (RIE)

853. Payne, R. "Learning to Say Good Morning as Well as 'Buenos Dias.'" N.E.A. Journal. Vol. 41 (March 1952) p. 165.

854. Pinson, Rose Barajas and Others. I Do and I Understand (Glen Helen Workshop: April 29-May 1, 1971). Columbus: Ohio State Department of Education. Presentations adapted from Glen Helen Workshop, Yellow Springs, Ohio, April 29-May 1, 1971. 27 p. (ED 058 976)

855. Preston, Dennis R. "English as a Second Language in Adult Basic Education Programs," TESOL Quarterly. 5:3, (September 1971). pp. 181-196.

There seems to be a reluctance on the part of ABE professionals to adopt modern FL teaching methods. Many see a conflict between the strict methods of the audio-lingual approach and the psychology of the learner being served by ABE centers. TESOL specialists must make sure that they understand the purposes of ABE and that ABE teachers understand the depth and variety of ESL methodology. This paper suggests several specific organizational and methodological solutions to problems posed by ESL-ABE classes: It is recommended that the ESL-ABE classes be geared to time-learned (student attendance) rather than time-taught (teacher attendance) figures and that polystructural, small-unit sequences be cycled to allow for both open enrollment and irregular attendance. The inclusion of the content material of ABE in the ESL segment of the program is especially recommended as a practical corollary to the immediacy of ABE students' needs for survival information. (from the article)

856. Quirk, Randolph. "English Today: A World View." TESOL Quarterly. 3:1 (March, 1969).

Discusses the necessary collaboration of psychologists, sociologists, linguists, teachers, etc., in the world view that ESL teaching is taking. (NYS Bibliography)

857. Ramírez, Jean A. Hearing and Speaking Skills in Teaching English as a Second Language. Speech presented at the Fifth Annual TESOL Conference, New Orleans, Louisiana, March 3, 1971. 19p. (ED 056 581)

858. Rand, Earl (ed.). Workpapers in English as a Second Language, Volume II. Los Angeles: UCLA, 1968, 92 pp. (ED 054 665)

Includes discussions of several practicalities in the field of teaching ESL such as choosing literature for non-native speakers, criteria for selecting textbooks, educational problems involved in TESL, English language teaching at home and abroad, TESL in a planned multilingual situation and free recall of orally predented sentences as a test of English competence. Several articles discuss applied linguistic theory on such topics as the role of rules in second language learning, teaching pronunciation, and a rationale for teaching a second language. (RIE abridged)

859. Rogde, Margaret. "Learning to Speak English in the First Grade." Texas Outlook. Vol. 22 (September 1938) pp. 40-41.

860. Rogers, Melvin L. "For Puerto Rican Pupils: Crash Program in Reading." The Elementary School Journal. (November, 1958). pp. 87-89.

The article discusses the many problems that Puerto Rican children experience in learning to read. The author traces some of these difficulties to the following sources: parents who speak little or no English; parents who fail to supervise their children's activities because economic necessity demands that both parents must work; parents who fail to recognize the need for academics; etc. The other problems that confront these children are compounded by the school system itself. First, in order to attend remedial reading classes, the child must score 85 on various IQ examinations. The eligibility requirement is necessary because of the shortage of remedial reading teachers in public schools. In effect, this compels the schools to limit the remedial reading programs to those students who can already read.

The author suggest the temporary revision of school schedules so that all textbooks would be used as readers. The teacher would launch a new subject and develop it with the use of the textbook, rather than a question and answer period. Monotony must be avoided and techniques in which the student himself is actively involved, such as silent reading, oral reading, and workbook exercises, must become more prevalent. Rogers advocates special training for teachers in remedial reading, preferably two years extra plus some supervised practice-teaching. He suggests that remedial reading programs become a regular, full-time operation in schools with students who are native speakers of a language other than English. (DH)

861. Rosen, Carl L. *Assessment and Relative Effects of Reading Programs for Mexican Americans*. A Position Paper. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory. 1970. 39p.
(ED 061 000)

The problem of teaching reading in English to Mexican American children with Spanish as their primary language is considered in this paper. Literature reviews are done on research dealing with (1) linguistics, (2) language-modification approaches, (3) linguistic approaches, (4) language experience approaches, (5) bilingual education and (6) teacher-school factors. Conclusions on the basis of research in these six areas are given. Also given are implications and specific directions for (1) basic research in language and reading processes, (2) normative descriptive studies of processes involved in reading, (3) pre-school educational research and leadership, (4) language and bilingual education systems, and (5) basic and applied research into current school practices, conditions, and possible promising innovations. An 88-item bibliography is appended. (RIE)

862. Russell, Lois. "Second Languages in New Brunswick: 1972 Edition." *Canadian Modern Language Review*. Vol. 28 No. 3 (March 1972). pp. 14-19.
(EJ 056 336)

863. *Selected Articles from Language Learning: Series I, English as a Foreign Language*. Ann Arbor, Michigan: Research Club in Language Learning, (1953). (paper)

Has sections on language learning, language teaching, grammar, pronunciation, vocabulary and testing. The articles represent practical applications of the principles of structural linguistics. (NYS Bibliography)

864. *Selected Articles from Language Learning: Series 2, Theory and Practice in English as a Foreign Language*. Ann Arbor, Michigan: Research Club in Language Learning, (1963) (paper)

Has sections on teacher education, techniques, pronunciation, vocabulary, grammar, reading and composition. The articles reflect contemporary linguistic theories. (NYS Bibliography)

865. Sepúlveda, Betty. Teaching the Educationally Disadvantaged Hispano Child at K-3 Level. 1969. 4pp.
(ED 036 807)

This teacher's contention is that primary grade Hispano children are not non-verbal, but have learned a nonstandard "poverty dialect" of English in their community. Therefore, before these children can learn to read, the schools must provide time for them to learn standard English. The author's premises are as follows: "(1) the present curriculum does not provide for a transitional-type program to help bridge the formal language gap that exists initially; and (2) that attempts to teach reading without first teaching formal language usage nourishes a language barrier to the degree that it blocks out progress in all areas of learning." As a result, she has developed a Formal Language Learning Program to help the child acquire formal spoken usage. (ECK)

866. Smith, Larry E. An Individualized Seminar in American Culture and English as a Second Language at the Culture Learning Institute, East-West Center. Honolulu: Hawaii University. East-West Center. Paper presented at the Sixth Annual TESOL Convention, Washington, D.C. March 11, 1972 and published as Working Paper No. 11 of the East-West Culture Learning Institute. January 1972. 18 p.
(ED 060 731)

This report presents a description of a seminar in American culture and English-as-a-second-language which allows the students to learn what they want, at their own rate. The teacher serves as a guide and helps the student plan and evaluate his studies. Students may also assume the function of communicating knowledge or ability to each other. Instructional materials depend on the interests of the participants. Basic and constant in the course is a textbook designed to promote language fluency which provides resource material for group discussions usually lasting 20 to 30 minutes. A variety of 15-minute tapes, ranging from simple dialogues to complex lectures and directions, are also used; each tape includes comprehension questions and answers. Each student maintains a folder to record his classroom activity. Students spend at least half their seminar time cultural "adventures" outside the classroom. In the classroom, they record their impressions and ask any questions. The teacher listens to the tapes and makes suggestions for language development. A list of suggested cultural activities is provided. (RIE)

867. Smoker, David. Working Conference on Research Activity in the Language Arts for Pre-Primary/Primary Culturally Diverse Non-English Speaking Child. 1967.
(ED 013 163)

868. Spolsky, Bernard. "Attitudinal Aspects of Second Language Learning." Language Learning. 19:3 and 4 (December, 1969).

Discusses the importance of the attitude held by the learner of a language to its speakers and an instrument measuring the nature and influence of this attitude. The social role of language cannot be overlooked in the development of a second language acquisition theory. (NYS Bibliography)

869. Spolsky, Bernard. "Language Testing: The Problem of Validation." TESOL Quarterly. 2:2 (June, 1968).

Discusses the differences between tests for control of instruction, and tests for control of a person's career and the serious difficulty of validation in the second class.

870. Stageberg, Norman C. "Structural Ambiguity and the Suprasegmentals" English Record. 21:4 (April, 1971). pp. 64-68. (EJ 047 665)

After teaching the basic suprasegmental patterns, an ESL teacher can profitably continue with those other patterns which are useful in distinguishing meanings and whose absence on the printed page will sometimes result in double meanings. (CIJE)

871. Strain, Jeris E. "Teaching a Pronunciation Problem," Language Learning. 12:3 (1962).

A presentation of the approach and methodology employed for over two decades by the English Language Institute of the University of Michigan: a concise, concrete presentation of pronunciation techniques and problems. (NYS Bibliography)

872. Streiff, Virginia. Question Generation by First Graders: A Heuristic Model. In "Conference on Child Language." preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971. p. 119-138.
(ED 061 807)

This paper describes the design and practical application of a program called "Listening" which has been developed to help young learners of English as a second language gain some strategies for comprehension in their new language. The long-range goal of the program is to develop the learner's active involvement in thinking about the facts he listens to, in applying language thinking processes which help him comprehend and retain the salient features of a message which often exceed the explicit facts, and then in thinking more about them. Inquiry is the principal device of the program. The children learn to ask relevant, appropriate, and substantial questions, and to value such inquiry by actually engaging in the activity. Question-asking acts as the pivot from second language learning to learning in the second language. A description of the program is provided, on the objectives and language learning to learning in the second language. A description of the program is provided, with remarks on the objectives and characteristics of the various states of the program. (RIE)

873. Thonis, Eleanor Wall. Teaching Reading to Non-English Speakers. New York: Collier-Macmillan. 1970. 270pp.

A broad analysis of the reading process and of the problems involved in the teaching of reading, beginning from the viewpoint of reading in the vernacular, then turning to reading in a second language. (CAL Bibliography)

874. Tireman, L.S. "Reading in the Elementary Schools of Mexico." Elementary School Journal. Vol. 30 (April 30) pp. 621-626.

875. Tireman, L.S. and M. Houghes. "A Reading Program for Spanish-Speaking Pupils." Elementary English Review. Vol. 14 (April 1937) pp. 138-140, 152.

876. Titone, Renzo. "Guidelines for Teaching a Second Language in Its Own Environment." Modern Language Journal. Vol. 52 (1969) pp. 306-309.

877. A Total System Approach Attacking the Educational Problems of the Illiterate Spanish-Surnamed Adults. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory. Washington, D.C.: Office of Education. August 1969. 49p. (ED 060 405)

A program for the development and production of basic oral English lessons for the non-English-speaking, Spanish-speaking adults is discussed. This program is conceptualized incorporated animation, choreography, and other entertaining elements coupled with the instructional features of the lessons. Steps were taken to develop a total educational TV package. (RIE)

878. Ulibarrí, Mari-Luci. Pensamientos Sobre (Thoughts On) Teaching English as a Second Language. New Mexico University, Albuquerque. College of Education. Washington, D.C.: Office of Education. 1969. 26p. (ED 060 703)

879. Valdes, Joyce. "Starting English Late," TESOL Quarterly, 4:3 (September, 1971), pp. 277-282.

When the League of Mexican-American Students of Houston requested that the administration of the University provide English instruction for the Spanish-speaking custodians and groundskeepers on campus, every effort was made to comply with the request. Complications developed at once, but results indicate that strong motivation can overcome almost insurmountable difficulties in an adult course. The first complications were of a psychological and sociological nature. The men varied in ages and ability to speak English and were embarrassed to reveal their inadequacies to one another. The second type of complication was pedagogical. Theory again did not work out in practice, but the enthusiasm of the men and the dedication of one of the teachers worked together to produce gratifying results. Ultimate progress was achieved in the program; but since testing is tabu, the estimate of that progress must be informal. (from the article)

880. Van Syoc, Bryce. (ed.). "Linguistics and the Teaching of English as a Foreign Language," Language Learning, 8:1 and 2 (June, 1958).

A special issue devoted entirely to articles dealing with the topic from differing perspectives during the height of the "structuralist-approach" period. (NYS Bibliography)

881. Wardhaugh, Ronald. "Some Current Problems in Second-Language Teaching." Language Learning 17:1 and 2 (July, 1967).

Discusses problems related to the inadequacies of current views of language as being systematic and second language learning as a habit-forming activity. Suggests areas that need further exploration. (NYS Bibliography)

882. Wardhaugh, Ronald. "Teaching English to Speakers of Other Languages: The State of the Art," TESOL Newsletter, 4:1 (February, 1970) (Available from CAL/ERIC).

A document commissioned by the ERIC Clearinghouse for Linguistics, this summary presents a thorough overview of the field, giving sources for further information. (NYS Bibliography)

883. Wasserman, Paul and Susan Wasserman. "No Hablo Inglés." Elementary English. Vol. 49 (October 1972). pp. 832-835, 852.

The first part of this article briefly describes three different types of English as a Second Language programs, where all non-English speaking children in a school have English together but return to regular classes for the rest of the day, where non-English-speaking children are in classrooms only with others with similar needs and where a bilingual-bicultural approach is used for all children. The authors list some basic information for the teacher of English to Spanish-speaking children. A sample ESL lesson is given, with examples of different types of drills and other language activities.(ECK)

884. Wissot, Jay. "HESL and MESL: The Teaching of History and Math as Components of an ESL Program," English Record, 21:4 (April, 1971), pp. 68-73.
(ED 053 609)

Within a school curriculum featuring ESL, classes such as History for ESL and Math for ESL can play an important role. In these classes, the teacher can present content-subject matter, keeping in mind the linguistic capabilities of the students. Principles are not watered down; rather, they are presented in terms of linguistic achievement of the students. Such classes are best taught by the ESL teacher, because he knows and understands the linguistic problems of the students and he has more experience with adapting materials for the foreign-born student. When the student's linguistic ability makes competing in English feasible, such classes should be discontinued. (RIE)

885. Wolk, Elsie. "Reading Disabilities of Children Learning English as a Second Language." Elementary English. Vol. 49. No. 3. (March 1972). pp. 410-416.
(EJ 056 673)

This article reports the results of a special study to determine the specific problems of Puerto Rican children learning to read. Over one hundred coordinators of ESL programs reported on the reading habits of one child as observed through one year. The article describes specific problems encountered by the children, such as mispronunciation and problems in comprehension. It concludes with many procedures that should be useful in helping these children learn to read. (ECK)

886. Wolk, E. "The Teaching of English as a Second Language in the Elementary Schools of New York City." Hispania. Vol. 49 (May, 1966). pp. 293-296.

887. Workpapers: Teaching English as a Second Language. Vol. V. California University, Los Angeles. June 1971. 161 pp.
(ED 056 556)

888. Wright, Carrie E. An Experiment with a Spanish Reading Test. Unpublished Master's thesis, University of Texas. 1927.

889. Young, Robert B. Contributions of the Latin American TESOL Experience. Speech presented at the Fifth Annual TESOL Convention New Orleans, Louisiana, March 6, 1971. 10pp.
(054-671)

890. Zintz, Miles V. Corrective Reading. 2nd Edition. Dubuque, Iowa: William C. Brown Co., 1972. 449 pp.
(EC 04 1234)

The text is intended for classroom teachers who need assistance with students who have reading difficulties. After an introduction to reading problems, discussed immediately are several informal tests the teacher can use to evaluate oral and silent reading and thereby identify children in need of corrective reading. Teaching and testing techniques and devices are emphasized. In addition to evaluation and diagnosis, major topics covered are: planning remedial work with the student, scheduling, teaching bilingual and non-standard dialect-speaking children, emotional factors in reading, working cooperatively with parents, attitudes of teachers toward students who fail, use of standardized tests and progress records, and specific learning disability. (EC, abridged by DH)

Bilingual Education

891. Adkins, Dorothy C. and Others. Interative Research in Curriculum Development: A Preschool Language Module. A Section of the Final Report for 1969-70. Hawaii University, Honolulu. Education Research and Development Center. Washington, D.C. Office of Economic Opportunity. December 1970. 12pp.
(ED 055 483)

The child in a bilingual or bidialectal situation must increase his skills so that he may function successfully in a wider variety of situations and know how and when to use both language codes. The curriculum described here, used in Head Start ckasses, is a carefully programmed, very detailed presentation of syntactic patterns that appear with high frequency in the standard dialects of American English. Details of the classroom techniques are provided as are the results observed from tests administered to young children under the new curriculum and to those under other nursery school programs. The various tests and their particular results are discussed. A list of references is given. (RIE)

892. Ainsworth, C.L. and Chester C. Christian, Jr. Lubbock Bilingual Elementary Education Program, Title VII, Elementary and Secondary Education Act of 1965. Evaluation Report, 1970. Lubbock Independent School District, Texas. Washington, D.C.: Office of Education. 1970. 32 pp.
(ED 065 213)

893. Anderson, Merlin. Bilingual Education in Nevada. 1967. 2 pp.
(ED 017 387)

894. Andersson, Theodore. "Bilingual Education: The American Experience." Modern Language Journal. 55:7 (November, 1971). pp. 425-438.
(EJ 044 608)

Revision of a paper presented at the Conference on Bilingual Education in Toronto, Canada (March 13, 1971) at the Ontario Institute for Studies in Education. (CIJE)

895. Andersson, Theodore. Bilingual Schooling: A Cross-Disciplinary Approach. 1970. 9 pp.
(ED 038 628)

896. Andersson, Theodore and Mildred Boyer. Bilingual Schooling in the United States. 1970. 2 vols. 589pp.
(ED 039 527)

Presents a history of bilingual schooling both in the U.S. and in other parts of the world; alternative concepts of bilingual schooling; sample curriculum models; implications for education and society; an outline of needs as related to action and research; an annotated bibliography; data on the Bilingual Education Act; demographic data; a typology of bilingual education; sociohistorical notes on bilingualism in the U.S.; descriptions of non-English-speaking ethnic groups in the U.S.; a directory of persons, organizations and sources of teaching materials; and many other subjects of interest.

Available from the Supt. of Documents, U.S. Govt. Printing Office, Washington, D.C. for $6.00. (from document abridged)

897. Andersson, Theodore. "A New Focus on the Bilingual Child." Modern Language Journal. Vol. 49 (March 1965). pp. 156-160.

The author reviews some of the failures of foreign-language education and outlines principles and goals for setting up a bilingual-bicultural education program. He calls the failure "seven 'deadly' sins" and their solutions are: 1) two years of language instruction in high school--a six-year sequence with four years of Latin and/or Greek; 2) the late start in learning modern languages--beginning language study at age 10-12; 3) waiting till first grade to begin education--opening public kindergartens and nursery schools to make use of the ability of young children to learn; 4) concentrating on grammar, reading and literature--learning of speech patterns first, and study of culture; 5) hiring Americans to teach foreign languages--hiring more native-born people to teach their language; 6) inflexible teacher education--using examinations- not credits, to measure proficiency; and 7) the policies of destroying non-English languages and cultures - the establishment of bilingual-bicultural programs to help bilinguals adjust to American schools while retaining pride in their own culture. The author notes that changes such as bilingual education might also result in a revolution in teaching all foreign languages. (ECK)

898. Andersson, Theordore and Others. An Experimental Study of Bilingual-Affective Education for Mexican-American Children in Grades k-1 Southwest Educational Development Laboratory, Austin, Texas. April 27, 1970. 77pp. (ED 056 536)

This paper proposed an educational study to determine the best way to educate Mexican-American children. It suggests an experiment comparing the traditional approach, the English as a second language approach, and a bilingual affective approach as described by the authors. The details of the proposed program are presented, and the three language teaching methods are discussed. Teacher preparation and selection are described as are the criteria for school and student selection. The program is designed to operate through a scientific/democratic decision-making process where the teachers decide as a group on objectives, strategies, and assessment. The teacher's tasks through out the year are listed along with details on the support they will receive. Criterion measures for testing program effectiveness are presented. Attachments to the main proposal chart the differences in instructional activities that characterize the three methods, provide time and scheduling rules and a typical daily schedule, list assumptions held in each method, describe an experimental research design for evaluative innovative learning activities, and present a theory of parent effectiveness. (RIE)

899. Andrade, Ernest. "Bilingual-Bicultural Education--An Answer." Colorado Journal of Education Research. Vol. 2. No. 1. (February 1971). pp. 27-30.
(EJ 054 792).

900. Baker, Jean M. Bicultural Socialization Project: A Group Process Approach to Bilingual Instruction - Title VII. Final Report. 1970-71. Arizona University, Tucson. Arizona Center for Early Childhood Education. Washington, D.C.: Office of Education August 1971. 107pp.
(ED 057 973)

This final report relates to student socialization through a bilingual (Spanish/English), bicultural program involving six second grades in three schools of Phoenix, Arizona, for the 1970-71 school year. As reported, the major objective of the program was to develop and implement a group process approach to bilingual education; in addition, classroom instructional personnel were trained by site coordinators. Program success was regarded as outstanding in classrooms having strong administrative support for the program; partial success was achieved in overall efforts to create classroom environments and appropriate activities to facilitate small group interaction. The relatively unsuccessful aspects of the program were attributed to lack of (1) bilingual teachers, (2) a true heterogenious student population, and (3) supporting administration. The document contains discussions of program rationale, the group process approach and procedures for implementing it, training and research procedures, and bilingual and bicultural activities; results, evaluation, a summary, and recommendations are also provided; and appendixes include tabular summaries of the training evaluations, a checklist for program classrooms, noted reactions to various program components, results of analysis of variance for the Peabody Vocabulary Test and the Artoa-Stewart Spanish-English Vocabulary Test, selected language samples, a composite of the parent questionnaire; a description of the teacher's manual, and the Natural Method of Language Acquisition Checklist. (RIE)

901. Baker, Jean M. and James Martin. Bicultural Socialization: A Group Process Approach to Bilingual Instruction; Behavior Observation Schedules. Arizona University, Tucson. Arizona Center for Early Childhood Education. Washington, D.C.: Office of Educ. 1971. 41p.
(ED 062 383)

902. Ballesteros, David. "Toward an Advantaged Society; Bilingual Education in the 70's." National Elementary Principal. 50:2 (November, 1970). pp. 25-28.

903. Bauer, Evelyn. "Bilingual Education in BIA Schools," TESOL Quarterly, 4:3 (September, 1970), pp. 223-229.

Because of a persistent lack of success in enabling Indian students to equal the academic achievement of the general school population, the Bureau of Indian Affairs is taking a close look at bilingual programs and related research as a possible answer to retardation among their non-English-speaking students. In this paper a brief survey of the history of bilingualism in the Bureau is presented which includes the program to promote native-tongue literacy, begun in the late 30's, and the Navajo Five-Year Program. Present day programs, such as those at the Rough Rock and Rock Point Schools, bilingual materials development, and projected projects, including a Navajo bilingual kindergarten program and a reading study similar to that carried out in Mexico by Nancy Modiano, are described. (from the article)

904. Benítez, Mario. "Bilingual Education: The What, the How, and the How Far." Hispania. 54:3 (September, 1971). p. 499-503. (EJ 042 856

905. Benjamín, Richard. "A Bilingual Oral Language and Conceptual Development Program for Spanish-Speaking Preschool Children." TESOL Quarterly. 3:4 (December 1969). pp. 315-319. (ED 030 087)

906. Bernal, E.M., Jr., (ed.). Bilingual-Bicultural Education: Where Do We Go From Here? San Antonio, Texas; Sponsored by the Bureau of Educational Personnel Development, U.S. Office of Education, and St. Mary's University. 28, 29 (March 1969).

907. Bernabaum, Marcia. Early Childhood Programs for Non-English Speaking Children. OCD Topical Paper. ERIC Clearinghouse on Early Childhood Education, Urbana, Illinois. Washington, D.C. National Center for Educational Communication (DHEW/OE), Division of Information Resource. Washington, D.C. Office of Child Development (DHEW). May 1971. 70pp. (ED 054 872)

Guidelines based on research and reports from bilingual preschool programs are offered to assist teachers and administrators interested in the general problems of bilingualism and bilingual education. In addition to summarizing research and describing existing models for bilingual preschool programs, this document lists recommended teacher-administrator handbooks and useful materials for teachers. Model bilingual programs are classified both as to composition of the classes as to approach. Several programs are described. (RIE)

908. Bernbaum, Marcia. *Early Childhood Programs for Non-English Speaking Children, PREP-31.* Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education. National Center for Educational Communication (DHEW/OE) Washington, D.C. Washington, D.C.: U.S. Government Printing Office. 1972. 34p.
(ED 060 397)

Research findings on bilingual preschool children (2-1/2 to 6 years of age) and programs are presented. Working definitions are given for some of the terms used in the report. Research findings are divided into four categories: (1) "The Community" focuses on the findings from the fields of social psychology and sociolinguistics; (2) "The Bilingual Child" considers those findings from linguistics and psycholinguistics; (3) "Of Special Interest to Educators" answers some specific questions; and (4) "Testing the Bilingual Preschooler" summarizes several issues associated with assessing to what extent a child is bilingual, and draws attention to possible approaches that may be used to assess the intelligence of a bilingual child. Practical Guidelines for the Teacher and Administrator are given, followed by specific guidelines that relate to the community, the parents, the children, the teacher and her aide, and goals. Examples of existing bilingual preschool programs that fit into one of the four following categories are given: (1) one way; dominant language; (2) one way: bilingual; (3) mixed: dominant language; and (4) mixed: bilingual. Additional sources of information on bilingual programs and teaching aids are presented in two categories: Handbooks and Teaching Aids, which are for use in Spanish-speaking or Indian-speaking classes. A bibliography concludes the report. (RIE)

909. *Bilingual Education.* 5pp.
(ED 057 916)

This document reports on the Bilingual Education Program established under Title VII of the Elementary and Secondary Education Act of 1965, as amended in 1967. The Bilingual Education Act is specifically designed for those children who come from environments where the dominant language is not English. A significant requirement of the Bilingual Office of the Office of Education is the inclusion of a section for accountability for results in every bilingual project. It was decided to select discretionary programs such as Title VII and implement and develop evaluative procedure. Major requirements for accountability included the following: (1) Objectives must be stated in terms of desired student performance; (2) A school system must recognize its own capabilities and deficiencies and must seek to utilize appropriate technical assistance in an effort to develop and operate an effective program; and (3) All projects must provide for an independent educational accomplishment audit of the project. Program evaluation is done on a project basis. Individual project data emerging from first and second year projects show that concrete results are already being achieved. Of great significance is the fact that programs have reduced the number of student absences. (RIE)

910. Bilingual Education: Hearings before the Special Subcommittee on Bilingual Education of the Committee on Labor and Public Welfare, United States Senate, Ninetieth Congress, First Session on S. 428. A Bill to Amend the Elementary and Secondary Education Act of 1965 in order to provide assistance to Local Educational Agencies in Establishing Bilingual American Education Programs, and to Promote such programs. Washington: U.S. Government Printing Office. 1967. (2 Volumes)

911. Bilingual Program Applications for Continuation Proposal: Compton Unified School District. Compton City Schools, California. Washington, D.C.: Office of Education. 1972 258p. (ED 061 835)

912. Bilingual Testing and Assessment, Proceedings of Bay Area Bilingual Education League (BABEL) Workshop and Preliminary Findings. Multilingual Assessment Program (Berkeley, California, January 27-38, 1969.) Washington, D.C.: January 28, 1972. 122p. (ED 065 225)

The results and proceedings of the first annual Bilingual/Bicultural Testing and Assessment Workshop, held in Berkeley, California, January 27-28, 1972, are presented in this publication. Approximately 150 bilingual psychologists and evaluators, educators working in bilingual/bicultural programs, and community representatives from California and Texas attended. Evaluations were made and the summaries are included of 8 tests used extensively in bilingual programs: the Wechsler Intelligence Scale for Children, the Comprehensive Tests of Basic Skills, the Cooperative Primary, the Lorge-Thorndike, the Interamerican Series--General Ability, the Culture-Fair Intelligence Test, the Michigan Oral Production Test, and the Peabody Picture Vocabulary Test. Also included in this publication are (1) an overview of the problem of assessment and evaluation in bilingual education, (2) a professional critique of the Inter-American series by Dr. Barbara Havassy, (3) a brief description of a Criterion Referenced System developed by Eduardo Apodaca, and (4) an article by Dr. Edward A. DeAvila discussing some of the complexities involved in testing and assessment of bilingual/bicultural children. (RIE)

913. "Bilingualism." The Center Forum. Vol. 4 (September 1969).

914. "Bilingualism and the Bilingual Child: A Symposium". Modern Language Journal, 49:3 (1965).

A series of seven articles commenting on the language resources represented in bilinguals. Discusses topics such as acculturation, bilingual schools, first and second language learning, and instructional materials. (NYS Bibliography)

915. Black, Eric D. "Bilingual Education for Nation's Spanish-Speaking." Inter-American Scene. 3;1-2 (1971). pp. 20-28.
(EJ 047 577)

Article presented in Spanish and English versions.

916. Blanco, George. Texas Report on Bilingual Education for Students. 1967. 5pp.
(ED 017 388).

917. Borrego, E.R. "American Child with a Two-Language Heritage." National Elementary Principal. Vol. 25 (June 1940). pp. 32-35.

918. Bortin, Barbara H. Milwaukee Bilingual Education Program 1970-1971. Evaluation Report. Milwaukee Public Schools, Wisconsin. June 1971. 105p.
(ED 058 299)

919. Bryson, Juanita. Comparison of Bilingual Vs. Single Language Instruction in Concept Learning in Mexican-American 4 Year Olds. Washington, D.C.: Office of Education. March, 1970. 67p.
(ED 062 043)

Bilingual vs. unilingual instruction was studied in the teaching of 5 positional-prepositional concepts (e.g. under) to Mexican-American Headstart 4-year olds. Treatments consisted of instruction in Spanish only, English only, or bilingually to the 48 subjects exposed to the prepositional concepts via tape-recorded programmed instruction given daily for 10 minutes. Assignment to control and treatment groups was randomly stratified by sex, and subjects were pretested the first day of instruction and posttested on the final (3rd) day. Analysis of test results indicated that posttest scores of the treatment group, were higher than those of the control group, reflecting the effect of instruction vs. no instruction. Significant differences were found as a function of language exposure in the home, but no significant differences were found between treatment groups. The study is limited by sampling practices and restricted treatment time. An appendix contains the instructional treatments used. (RIE)

920. Burbeck, Edith. "Problems Presented to Teachers of Bilingual Pupils." California Journal of Elementary Education. Vol. 8 (August 1939) pp. 49-54.

921. Cervenka, Edward. Final Report of Head Start Evaluation and Research 1966-67 to the Institute for Educational Development, Section VI: The Measurement of Bilingualism and Bicultural Socialization of the Child in the School Setting - the Development of the Instrument, 1970, 236pp.
(ED 019 122)

A study to develop instruments to measure child bilingualism and bicultural socialization was conducted in Del Rio, Texas. Three instruments were developed; (1) a series of 6 tests for measuring linguistic competence in English; (2) a similar series for Spanish; and (3) a series of 3 instruments for measuring socialization. Test batteries focused on the oral-aural use of language in realistic school situations. Analysis of results showed that children in the bilingual program were as competent in English as those learning only in English and also better adjusted socially. Test instrument validity and reliability was determined and item analysis carried out. Document mainly composed of test instruments and analysis of experimental data. (from document abridged)

922. Cline, Marvin G. and John F. Joyce. An Evaluation of the EDC Role in the Bilingual Transitional Clusters of the Boston Public Schools. Newton Massachusetts: Education Development Center, Inc. 1971, 88pp.
(ED 050 652)

This report documents the early stages and reflections of some of the staff of the Boston Bilingual Transitional Clusters. These separate schools were located in the Puerto Rican neighborhoods so students would not have to be bussed and so parents could become involved; the curriculum was to be taught in Spanish so children would find it easier to adjust. When the teachers considered them ready they would be transferred to regular classrooms. Thus, these Clusters were a transitional educational experience.

Interviews were conducted with the head teacher, teachers and teacher aides as part of the effort to evaluate the program. Several problems became obvious: the purpose of the program needs clarification, and, once that was done, specific criteria for student behavior should be established. Other problems included matching the teaching style with the cultural values of the community, the importance of understanding linguistic development and methods of instruction, coordination with the Boston School Department, and communication about style of teaching among teachers and teacher aides.

Appendixes include assessment instruments, interview questions used in evaluations by the staff, and reports on the teacher-aide workshops. (ECK)

923. Cohen, Bernard and Others. Final Evaluation Report of the 1970-71 New Haven Bilingual Education Program. New Haven Board of Education, Connecticut. Darien Connecticut: Dunlap and Associates Inc. September 1971. 50p.
(ED 064 459)

This final evaluation report of the 1970-71 New Haven Bilingual Education Program's effectiveness in the various areas of instruction is a presentation of analyses of data gathered on student performance in oral language proficiency (English only), reading comprehension (English only), mathematics, and student self concept (administered in the dominant language only)--the students having been pre-and post-tested in these areas. Among the findings were; (1) teachers felt that the learning of a second language for Anglos was enough of an advantage to the students to include them as participants of the ESEA Title VII program--and the evaluators felt that the program must enhance its efforts in this area; (2) analyses of sociometric data did not yield clearly discernable results--it being not possible to argue that the program had generally improved mixing between Puerto Rican and Anglo children; (3) in word knowledge, reading, and mathematics, it was found that the program classes showed a positive and, in many cases, significant growth; and (4) in general, there was no significant difference between the program and control children on T-tests done on scores for self-concept. (RIE.

924. Cohen, Bernard and David M. Promisel. Final Evaluation Report (1969-70), New Haven Bilingual Education Program, New Haven, Conneciticut. Darien, Connecticut: Dunlap and Associates, Inc.; New Haven Board of Education, Connecticut, Washington, D.C.: Office of Education. August 27, 1970. 104p. (ED 064 461)

The New Haven Bilingual Education Program had two primary components: grade K-1 and grade 2-6. Puerto Rican and Anglo students in the younger age groups had a daily Spanish lesson; Puerto Rican children were also given English as a second language (ESL) lessons. The older children attended their regular classes in the morning and were given subject matter lessons in Spanish as well as ESL and Spanish language lessons. The evaluation design for the program was modified several times due to time and money constraints; the evaluation as performed concentrated on the more traditional product evaluation as well as a description of procedures carried out to assess student change in the areas of language development and self concept and/or attitude twoard education. Among the findings were the following: (1) there was management which seemed to be aware of the problems in the program and which would take steps to make adjustments in the program; (2) overall teacher performance was rated as quite satisfactory; (3) course outlines were considered more than adequate when supplemented by Spanish language materials; (4) the dissemination program aimed at the Anglo teachers had failed; and (5) no significant difference could be made on the student self concept scales. (RIE)

925. "The Compelling Case for Bilingual Education." Saturday Review. Vol. 55, no. 18 (April 29, 1972). pp. 54-58. (EJ 056 252)

926. Cordasco, F. "The Bilingual Education Act." Phi Delta Kappan. Vol. 51 (October 1969).

927. Cordasco, F. and E. Bucchioni. Newark Bilingual Program, 1970-71. Newark: Board of Education. 1971.

928. Dugas, Don. Research Relevant to the Development of Bilingual Curricula. 1967, 6pp.
(ED 018 298)

Discusses contributions to be made by psycholinguistics to bilingual education planning. Psycholinguistics established two types of bilinguals: compound and coordinate. The new field of developmental psycholinguistics has made some recent findings which seem relevant to methodology. This field is interested in plotting all stages of concept and language development in children, and some of its observations seem to contradict hypotheses language teachers have held regarding the acquisition process.

Paper read at the Annual Conference of Foreign Language Teachers, El Paso, Texas, 1967. (from document)

929. Edgewood Independent School District, Title VII Bilingual Education Program. Final Evaluation Report, 1970-71. Edgewood Independent School District, San Antonio, Texas. Washington, D.C.: Office of Education. August 1971. 67p.
(ED 064 024)

930. "La Enseñanza bilingüe en las escuelas públicas de Nueva York." Yelmo. No. 5 (April-May 1972). pp. 11-12.
(ED 056 309)

931. Final Report of the Evaluation of the Bilingual Mini-School (P.S. Number 45), 1970-71, ESEA Title VII. Teaching and Learning Research Corp. New York, New York. Brooklyn, New York: New York City Board of Education. 1971. 30pp.
(ED 066 521)

The program of the Bilingual Mini-School, funded under Title VII of the 1965 Elementary Secondary Education Act, and located in a junior high school in that area of Manhattan commonly characterized as East Harlem, was designed to reach the junior high school student who had had all his previous schooling in Spanish, as well as those students who, having been taught in English, have achieved poorly as a result of inadequate English facility. The program at this school represents the first attempt in New York City at a bilingual program for junior high school children. Approximately 72 seventh graders and 44 eithth graders were selected to participate in the program. Eighty-five are Spanish speaking, while 31 are English speaking. The key personnel are bilingual. The general objective of the bilingual program is to prepare children more adequately for the higher academic instruction of high school than has been accomplished in the past. By providing instruction via a language they now know best, by fostering pride in the culture of their parents, and by encouraging active participation of their parents in school affairs, it is hoped this goal will be accomplished. (RIE)

932. Finocchiaro, Mary. Bilingual Readiness in Earliest School Years; A Curriculum Demonstration Project. 1966. 124 pp.
(ED 012 903)

933. Finocchiaro, Mary. Bilingual Readiness in Primary Grades: An Early Childhood Demonstration Project. (Final Report, 1970). 1970. 272pp.
(ED 033 248)

934. Fisher, John C. "Bilingualism in Puerto Rico: A History of Frustration," English Record, 21:4 (April, 1971). pp. 19-24.
(ED 053 608)

The implementation of English language instruction presents problems for Puerto Ricans both in Puerto Rico and in the U.S. In Puerto Rico, the role of English in the schools has always been a political issue with widespread implications. Both there and in the States, the greatest problem in English instruction is the lack of trained, well qualified teachers. To alleviate the problem, the Puerto Rican Department of Public Instruction is granting aid to 425 men and women to improve the teaching of English. Several universities in the States are instituting graduate and undergraduate programs designed to prepare teachers of English as a second language. (RIE)

935. Fishman, Joshua A. Bilingual and Bidialectal Education: An Attempt at a Joint Model for Policy Description. In "Conference on Child Language." preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971. p. 356-367.
(ED 060 751)

This paper questions whether the same theoretical model of educational policy decisions can be used for bilingual as well as bidialectal education. Three basic policies are discussed, first in applications for second language learning and then in the field of teaching a second dialect. Generally speaking, the same theoretical models are applicable to both educational problems with variation in administrative units between the two levels. (RIE)

936. Fishman, Joshua. Bilingual Education in Socio-Linguistic Perspective. 1970, 14pp.
(ED 040 404)

Presents four broad categories of bilingual programs: (1) transitional bilingualism (until English skills develop); (2) monoliterate bilingualism (oral-aural skills in both languages, literacy skills only in English); (3) practical bilingualism (fluency and literacy in both languages but use of mother tongue restricted to the ethnic group and its heritage); and (4) full bilingualism (all skills in both languages in all domains).

Vitally needed are: (1) a survey establishing language and varieties employed by both parents and children, by societal domain of function; (2) a rough estimate of the relative performance level in each language, by societal domain; (3) an indication of community and school staff attitudes toward the existing situation; and (4) an indication of community and school staff attitudes toward changing the existing situation. (from document abridged)

937. Fishman, Joshua A. and John Lovas. "Bilingual Education in Sociolinguistic Perspective," TESOL Quarterly, 4:3 (September, 1970), pp. 215-222.

One of the avowed purposes of bilingual education is the maintenance and development of linguistic and cultural diversity. The authors believe that realistic societal information is needed for realistic educational goals. This information, which goes beyond that normally available in school records and county census data, is here described and presented as an aid in deciding what kind of bilingual program to establish. Four broad categories of bilingualism (transitional, monoliterate, partial, and full) are defined and discussed in terms of their societal implications. (from article)

938. Flores, S.H. The Nature and Effectiveness of Bilingual Education Programs for the Spanish-speaking Child in the United States. Unpublished Ph.D. Dissertation, Ohio State University. 1969.

939. Gaarder, A.B. "Statement Before the Special Subcommittee on Bilingual Education of the Committee on Labor and Public Welfare, U.S. Senate, May 18, 1967." Florida Foreign Language Reporter. Vol. 7 (1969). pp. 33-34, 171.

940. Gaarder, Bruce. "Organization of the Bilingual School." Journal of Social Issues. 23:2 (1967). pp. 110-121.

941. Gaarder, Bruce. "Teaching the Bilingual Child: Research, Development and Policy." Modern Language Journal. Vol. 49 (1965). pp. 165-175.

942. Gaarder, Bruce et al. Bilingualism From the Viewpoint of the Administrator and Counselor. paper for Southwest Council of FL Teachers, El Paso, Texas. 1966. 18pp.
(ED 018 286)

The most difficult problem in bilingualism is that of gaining favorable administrative attitude and policy. Bilingual schooling is profitable because it makes for superior educational achievement and students can learn best through their mother tongue. Through this approach, biculturalism can be achieved, rather than the cutting of ties from the original culture. Included are a supporting bibliography and an appendix which describes a number of bilingual projects in various schools. (RIE)

943. Gates, J.R. "The Bilingually Advantaged." Today's Education. Vol. 59 (1970). pp. 38-40, 56.

944. Giles, W.H. Cultural Contrasts in English-French Bilingual Instruction in the Early Grades. In "Conference on Child Language." preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971. p. 368-395a. Laval University, Quebec. International Center on Bilingualism.
(ED 061 810)

945. Goodman, Frank M. Bilingual Bicultural Education in the Compton Unified School District and Its Relevance to a Multi-Ethnic Community. Compton City Schools, California. 5p. (060 705)

The Compton Bilingual Plan is a multi-cultural program designed to foster language preservation as a national resource to promote a well-educated, well-adjusted citizenry able to function effectively in two languages and in two or more cultures. The children are taught in two languages, Spanish and English, and are openly participating in trans-racial communication in a multicultural classroom and community. All the children, within an integrated classroom environment, are offered the opportunity to become functional bilinguals and participate in one another's culture. (RIE)

946. Goodman, Frank M. and Carolyn Stern. Bilingual Program Evaluation Report, ESEA Title VII, 1970-1971. Compton City Schools, California. Washington, D.C.: 1971. 121pp. (ED 054 672)

This report presents an evaluation of a bilingual education plan in its second year of operation. The major emphasis is on establishing a comprehensive, experimental, educational program utilizing the native language abilities of Spanish-speaking children as the primary medium of instruction until such time as the student is bilingual and capable in both English and Spanish. The program's hypothesis and design are discussed as are the personnel involved. The program and its scope are described, as are the bilingual-bicultural curriculum; acquisition, adaptation, and development of materials; and procedures for kindergarten and first and second grades. Community involvement and bilingual education as a tool for positive social change are considered. Finally, there is a discussion of staff development, budget requirements, and results. (RIE)

947. Gudschinsky, Sarah C. Literacy in the Mother Tongue and Second Language Learning. In "Conference on Child Language." preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971. p. 341-355. (ED 060 753)

Bilingual education programs which foster literacy first in the mother tongue and then in the second language, before the second language is used as a medium of instruction, are proving to be successful in a number of locations around the world. Such programs encourage community understanding and support, minimize the culture shock for the child entering school, augment the child's sense of personal worth and identity, develop the child's habit of academic success, and utilize the child's fluency in his own language in learning the skills of reading and writing. Conscious control of one's own language facilitates the learning of a second language in the formal school setting. New ideas can be introduced in the mother tongue; reading ability facilitates the learning of a second language. In such bilingual programs, literacy in the mother tongue is followed immediately by learning to read and write in the second language. (RIE)

948. Guerra, Emilio L. "The Role of the Teacher of Spanish in the Orientation of Non-English Speaking Pupils." Hispania. 32:1 (February, 1949). pp. 59-63.

Teaching the Anglo culture to Puerto Rican children in New York. Program procedure is outlined.

949. Gumperz, John. "On the Linguistic Markers of Bilingual Education." Journal of Social Issues. 23:2 (April, 1967). pp. 48-58.

950. Hall, Richard. Learning to Read in Two Languages: Statements from the Research Literature on Reading in Bilingual Programs. Philadelphia School District, Pennsylvania. October 1970. 9pp. (ED 057 653)

This collection of statements describes the rationale and research behind the bilingual reading education program in the Philadelphia public schools where students are learning to read in two languages. The native Spanish speakers learn to read in Spanish and are taught to read in English only after having mastered the aural-oral skills of understanding and speaking. Statements included cover learning to read in Spanish, transfer of skills, the problem of interference, affective factors in learning readiness and results of the Philadelphia program. A bibliography listing 22 relevant books and articles provides the sources for the statements. (RIE)

951. Haynes, J. Bilingual Education in Arizona. 1966. 5pp. (ED 017 385)

952. Helping Advance Bilingual Learning in Abernathy (HABLA). Evaluation Report. 1970-71. Abernathy Independent School District, Texas. Washington, D.C.: Office of Education. 1971. 102pp. (ED 065 209

953. Henderson, Ronald. Positive Effects of a Bicultural Preschool Program on the Intellectual Performance of Mexican-American Children. 1969. 10pp. (ED 028 827)

954. Herbert, Charles H., Jr. The Bilingual Child's Right to Read. Paper presented at the Claremont (California) Reading Conference. February 4-5, 1972. 12pp. (ED 062 841)

This document presents some ideas about initial reading instruction in bilingual education. The bilingual programs created in 1969 seek the creation of equal educational opportunities through the use of instruction in a native language to children who speak a language other than English. Such programs attempt to teach two languages concurrently and to deal with subject matter instruction in both languages. The problem of teaching reading skills to accompany the oral language skills is a current topic of research. One reading theory states that the ability to understand what is read depends upon the child's experience with the subject matter as well as his comprehension of the language in which it is written. The "Initial Reading in Spanish" project produced a detailed descriptive analysis of procedures used to teach Spanish-speaking children in Mexico to read in their native language. Evaluation of student achievement in the experimental use of the Mexican reading instruction methods in the United States indicates success in learning to read in both Spanish and English. (RIE)

955. Herbert, C.H., Jr. "The Bilingual Child's Right to Read." Claremont Reading Conference Yearbook. Vol. 36 (1972). p. 50-58.

956. Herbert, Charles H., Jr. Initial Reading in Spanish for Bilinguals. In "Conference on Child Language." preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971. pp. 501-519. Laval University, Quebec. International Center on Bilingualism.
(ED 061 813)

"Initial Reading in Spanish" is a project designed to produce a detailed, descriptive analysis of procedures used to teach Spanish-speaking children in the United States to read in their native language. This document describes the procedures in developing and evaluating such a reading program. The initial step in the program was to observe Spanish reading instruction in several Mexican schools. Observations of procedures and methods used in Mexico were used to devise a program tested in four locations in the United States. Several forms were developed to standardize the procedures for evaluating the program. Extensive videotaping was done in the four experimental classrooms. The final report on the project shows the results of the observations and evaluations made during the project and describes the teaching methodologies that were used. This report summarizes the teaching methodologies and the general results of the project. (RIE)

957. Hernández, Norma G. Mathematics for the Bicultural Student. Paper presented at the Mathematics Colloquium, New Mexico State University, Las Cruces. April 5, 1972. 17p.
(ED 060 987)

958. Holland, R. Fount. "School in Cherokee and English." Elementary School Journal Vol. 72, no. 8 (May 1972). pp. 412-418.
(ED 061 184)

Describes the activities of the Cherokee Bilingual Education Center, created in 1969 by the Northeastern State College at Tahlequah, Oklahoma. (CIJE)

959. Howe, Elliot. Program for Bilingual Students of Utah. 1967. 4pp. (ED 017 389)

960. Hughes, B.E. and Helene W. Harrison. Evaluation Report of the Bilingual Education Program: Harlandale Independent School District; San Marcos Independent School District; Southwest Texas State University, 1970-1971. Harlandale Independent School District, San Antonio Texas. San Marcos Independent School District, Texas. Southwest Texas State College, San Marcos. Washington, D.C.: Office of Education. 1971. 72pp. (ED 055 686)

961. John, Vera P. and Vivian M. Horner. Early Childhood Bilingual Education. MLA/ERIC Clearinghouse, 1971. 207pp.

Provides information helpful to communities attempting to present their demands for better bilingual education more cogently and helps educators meet such demands with appropriate programs. Three major groups - the Puerto Rican, the Mexican American, and the American Indian - are discussed. Includes a history of bilingual education in the U.S., demographic information, program descriptions, teacher training, curriculum materials, testing, research, and models for bilingual education.
Price: $4.00 - order No. A290.

962. Kindergarten Bilingual Resource Handbook. Lubbock Independent School District, Texas. Dissemination Center for Bilingual Bicultural Education, Austin, Texas. Washington, D.C.: Office of Education. October 1971. 194p. (ED 059 636)

This curriculum bulletin has been developed to assist kindergarten teachers who work with bilingual five year-olds. It contains activities which are appropriate for this age which relate to his cultural background and which deal with concepts within his immediate range of experiences. The handbook includes details on such topics as early childhood education and the bilingual approach, curriculum design, characteristics of the five-year-old, activities of teacher aides, suggestions for bulletin boards and room arrangements, suggested daily schedules and plans, strategies and suggestions, resource and activity units, resource material in Spanish, and the construction of various teaching aids. A bibliography is included. (RIE)

963. Kloss, H[illegible]. The American Bilingual Tradition. Rowley. Massachuse[illegible]s: Newbury House Publishers. 1971. $8.95 (paper).

An up-to-date account of the political, social, educational, and federal treatment of language minority groups in America - from earliest colonial times to the present. This exhaustive search reveals the causes of friction and harmony between ethnic groups and provides each reader with an historical conscience which is thoroughly relevant today. (catalog)

964. Krear, Serafina. Development of Pre-Reading Skills in a Second Language or Dialect. In "Conference on Child Language." preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971. p. 241-263.
(ED 060 754)

The bilingual education program in a given community should be based on a sociolinguistic assessment of that community, and community members should be involved in assessing the surrounding bilingual reality and in deciding whether they wish to mirror that reality in the biliteracy program. This paper presents alternatives for bilingual programs based on the nature and objectives of the community. The program models presented illustrate the relative use of the native language or dialect and the second language or dialect in areas of concept development, prereading skills, written and oral language development, and reading instruction. (RIE)

965. Lambert, W.E. and G.R. Tucker. The Bilingual Education of Children. Rowley, Massachusetts: Newbury House Publishers. 1972.
$5.95 (paper).

Do children taught in a foreign tongue for the first two years suffer in linguistic development of their native tongue? Does bilingual education affect childrens' intelligence? What are some ways to establish bilingual programs? What are some materials and methods used to teach in a bilingual school? The results of a five year study of the bilingual education program at St. Lambert School clearly answers the above questions. (catalog)

966. Larson, Donald N. and William A. Smalley. Becoming Bilingual: A Guide to Language Learning. New Canaan, Connecticut: Practical Anthropology. Pre-publication edition. 1972. 426pp.
(ED 066 076)

Becoming bilingual as defined in this book is a process by which an adult acquires an additional language in the environment in which it is spoken, surrounded by the culture in which it is used. The book seeks to present the learner with an integrated and systematic treatment of his task--linguistic, cultural, and practical--in learning a new language abroad. The authors believe that habit formation and practice have important roles in the language learning process, cultural alienation is seen as the primary problem in living abroad, and learning the local language is a major factor in adjustment to new surroundings. The book covers such topics as motivation, language learning, programs, opportunities, techniques for learning a language, and widening one's range of communication.(RIE)

967. Lesley, Tay. Bilingual Education in California. Master's thesis, University of California, Los Angeles. 1971. 132pp.
(ED 057 661)

This study investigates the development of bilingual education in California along with the impact of federal legislation and seeks to evolve a descriptive definition of the term "bilingual education" in terms of programs for Mexican Americans in the state. Bilingual programs in the United States and typologies for bilingual programs are discussed for background information. The author considers 23 of the 26 bilingual programs in California on the basis of objectives, participants, curriculum, methods and materials, teachers and teacher training, and community involvement. In light of his findings, the author presents a classification of current programs and discusses implications for further investigations. A list of references is included along with the questionnaire used in the survey of current programs and the questions used in interviews with program directors. A list of state programs, their directors and locations is provided. (RIE)

968. Levenson, S. "Language Experience Approach for Teaching Beginning Reading in Bilingual Education Programs." Hispania. Vol. 55 (May 1972). pp. 314-319.
(EJ 056 358)

This article discusses the LEA approach to teaching reading to Spanish-speaking children. The author feels that reading should be taught in the native language as well as in English, and that beginning with the native language enables the child to experience success at the start of the program. Following a brief description of the development of reading programs and the approaches currently used by most bilingual projects, the author explains the benefits of the LEA approach and offers some illustrations of the techniques employed by his program. (DH)

969. Levenson, Stanley. Planning Curriculum for Bilingual Education Programs: K-12. Paper for TESOL Convention, New Orleans, March, 1971, 13pp.
(ED 053 587)

This speech provides an outline of the planning procedure and framework for the curriculum used in the bilingual education program, Project Frontier, at Chula Vista, California. It explains the goals of the project which is gradually being expanded to all grade levels, and it describes how the goals are interwoven into a framework made up of units of learning at any one level. A diagram showing the framework is included along with a chart showing the steps followed in the curriculum development. Bibliography included. (RIE)

970. Lubbock Bilingual (Elementary) Education Program. Evaluation Report. Lubbock Independent School District, Texas. Washington, D.C.: Office of Education. 1971.
(ED 065 216)

971. Mackey, William F. The Bilingual Community School. Rowley, Massachusetts: Newbury House Publishers. 1971, $6.95.

To get away from unproductive generalizations about bilingual education, the author developed a topology of bilingual education. Using it as a reference, he examined the bilingual program at the John F. Kennedy School in Berlin. The objective was to determine which goals in bilingual education are obtainable and by whom and under what kind of conditions. The results provide a framework and point of reference for teachers, administrators, and students of bilingual education. (Catalog)

972. Mackey, W.F. Bilingual Education in a Binational School. Rowley, Massachusetts: Newbury House Publishers. 1972. $7.95.

A study of bilingual-education-at-work for persons who wish to profit from the experience of others. Devoted to the description of a type of school serving a community composed of families using two different languages - German and English. Describes the objectives and curriculum of the bilingual school, the manner of teacher selection and training, and the selection and preparation of materials. Includes Mackey's typology of bilingual education which was developed as a reference to get away from unproductive generalizations about bilingual education and to provide a framework of reference for teachers, administrators, and students. (catalog)

973. Mackey, William F. "A Typology of Bilingual Education." Quebec: International Center for Research on Bilingualism, 1969. (Mimeo).

974. Mackey, William F. Free Language Alternation in Early Childhood Education. In "Conference on Child Language." preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971. p. 396-432.
(ED 060 755)

At the root of many early childhood bilingual education programs is the widespread belief that the two languages must be used and taught in different contexts, since the failure to do so would inevitably produce a single mixed language. From a study of the results achieved over a ten-year period, it would seem that, if at least one of the languages of the pre-school child is secure as a medium of communication, free language alternation in early childhood education can be used with mixed language populations as a means to promote bilingualism in the kindergarten and primary grades. The language program described in this report encourages free alternation between English and German on the part of teachers and students alike. The force dominating and determining the language alternation is the need to communicate and the desire to please. (RIE)

975. Magaña, Conception L. "Some Thoughts for Improving the Effectiveness of Bilingual Programs." Hispania. Vol. 55 (March 1972). pp. 109-110.

976. Malkoç, Anna Maria. "NCTE-ERIC Report: Bilingual Education: A Special Report from CAL/ERIC." Elementary English 47;9 (May, 1970). pp. 713-725.

977. Medinnus, Gene R. and Others. Parent Attitudes Toward Education Scale. Las Cruces School District, New Mexico. Dissemination Center for Bilingual Bicultural Education , Austin, Texas. Washington, D.C.: Office of Education. 14p. (ED 058 804)

This document provides a questionnaire to be used to determine the attitudes and influence of parents who have children in bilingual education programs. Fifty-three statements to be classified by varying degrees of agreement and disagreement are listed concerning parental attitudes toward schools and teachers, the value of education, the value of the parent's own education, and language education in general. Techniques for administering the questionnaire are suggested along with possible uses of the resulting information. (RIE)

978. The Memramcook Conference of North American Indian Young People (Memramcook, New Brunswick, July 1969). Teaching and Research in Bicultural Education, Inc. Princeton, Maine. Washington, D.C.: National Endowment for the Humanities. July 1969. 163p. (ED 063 054)

A meeting of over 100 American Indian and non-Indian young people and adults from the eastern United States and Canada is described in this publication. Significant events of the 6-day conference are reported in order to show the evolution of ideas, changes in attitude and behavior, thoughts, feelings, and creative energy and determination of today's young Indian men and women. Discussion of the concept of an all-Indian school directed by Indians is emphasized, and plans for continuing study of such a project are reported as the major accomplishment of the conference. (RIE)

979. Modiano, Nancy. Reading in Bilingual Education. Paper presented at the Sixth Annual TESOL Convention. Washington, D.C., February 28, 1972. 8pp. (ED 065 000)

In a bilingual education program, reading should be introduced in the child's stronger language. Reading in the second language should be delayed until the child has become fully literate in the first language. Ideally, that point should be determined for each child individually. The relative emphasis given to reading in each language is based on different factors, basically depending on language role. In the case of newly transcribed languages, the creation of a written literature should be encouraged. (RIE)

980. Muller, Douglas G. and Robert Leonetti. A Cumulative Summary of the 3 Years of the Sustained Primary Program for Bilingual Students, 1967-1970. Division of Plans and Supplementary Centers BESE. 1970. 24p.
(ED 060 981)

In this report of the final evaluation of the Las Cruces (New Mexico) Sustained Primary Program for Bilingual Students (funded under Title III of the Elementary and Secondary Education Act), the major findings for the academic years of 1967-68, 68-69, and 69-70 are cited following a program description in terms of schools, students, teachers, class size, classrooms and treatments, and objectives for each year. As reported, K-3 bilingual children in 4 public elementary schools that tended to be homogeneous with regard to the children's cultural and socioeconomic backgrounds were placed in one of three instructional settings; (1) an experimental English program where only English was used as an instructional language; (2) an experimental Spanish/English program where both languages were used, and (3) a control program. The report discusses the program's effectiveness in terms of such factors as Spanish vs. English instruction, children's intellectual development and self-concept, parental involvement, and the children's bicultural interaction. Although "results of the K-3 experiment still are...inconclusive," it is indicated that the program is providing "...a very valuable set of learning experiences in both the cognitive and affective domains." (RIE)

981. National Conference on Bilingual Education. Washington, D.C.: Educational Systems Corporation. 1969.
(ED 033 256)

This final report of the Bilingual Education Conference presents an overview of the state of the art in America and position papers on various theoretical aspects of bilingual education. The work of over 40 leading specialists in the field includes discussion of a typology of bilingual education, problems of research in a "plurilingual universe", and children's second language learning in a natural environment is incorporated. Other significant topics are a government report on the Bilingual Education Program (Elementary and Secondary Education Act: Title VII, 1967 Ammendments), a keynote address on the realities of bilingual education and the components and objectives of a bilingual program. Charts and an appendix with a conference guide, list of participants, and a typology questionnaire are furnished. (ERIC)

982. Nedler, Shari and Judith Lindfors. Bilingual Learning for the Spanish Speaking Preschool Child. In "Conference on Child Language". preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971. p. 149-169.
(ED 060 746)

It is easier for non-English-speaking preschool children to learn new concepts if they are introduced in their own language. Once the child has mastered the concept, it can be introduced in the second language. The program described in this report is designed for Mexican-American preschool children. Content of the program is selected to relate meaningfully to the child's experience, background, knowledge, and skill building. The English component of the program views language as an internalized, self-contained system of rules according to which sentences are created, spoken, or understood. The child is not explicitly told a rule; he is shown how a rule works through carefully selected and sequenced representative examples of English sentences. The English program is characterized by realistic situations, meaningful responses, individual response, acceptance of all appropriate responses, emphasis on questioning, use of complete forms, and initial emphasis on syntax, not vocabulary. (RIE)

983. Offenberg, Robert M. Let's Be Amigos: Title VII Bilingual Project Report. Evaluation of the First Year, 1969-1970, Philadelphia, Pa.: School District of Phila., 1970, 134pp. (ED 046 295)

This study assesses the implementation of the "Let's Be Amigos" program for Spanish and English-speaking students during its first year. The program, operating in Philadelphia at the elementary and secondary school levels, is described in terms of instructional objectives, evaluation criteria and procedures, student performance, teacher perceptions of student behavior, reading and writing skills of first-grade students, and the continuing-education-in-Spanish program. Commentary on a summer institute (1969) for training teachers in bilingual education programs concludes the report. Statistical data, linguistic examples, and graphs are used extensively. (ERIC)

984. Olstad, Charles. Bilingual Education in Three Cultures. 1968. 32pp. (ED 027 515)

985. Owens, Thomas R. Analysis of a Spanish Bilingual Preschool Program. Paper presented at AERA (Chicago, Illinois, April 1972). April 1972. 22p. (ED 064 397)

A report is given of student learning outcomes investigated over a one and one half year period on the Spanish Dame School Project. This project provided instruction in Spanish and English for approximately 100 children between the ages of three and six. A pretest-posttest control group design was used involving eight groups. Four tests were used on a pre-post basis in the evaluation of the project and control group children. Language acquisition was measured by three instruments: The Comprehension of Directions, Tests of Basic Competence in English and Spanish, and The Test of English Grammar and Vocabulary. School readiness was measured through five categories of the Inventory of Developmental Tasks (IDT). An analysis of the correlations among the project developed instruments revealed low intercorrelations among the tests, thus indicating that they are measuring separate skills. Children's family and background data were collected from a parent interview. Findings include: (1) In the area of oral development in Spanish, both the three and four year old bilingual project preschool students demonstrated greater growth than three control groups; (2) On a performance task for four and five-year olds involving the correct use of the past tense in Spanish, ten out of 26 second year bilingual preschool children were able to perform successfully as were five out of 14 bilingual kindergarten class children. In contrast to this, no children in any of the control groups were able to successfully perform this task. In the area of oral English development, the preschool groups showed greater gains than the comparison groups. (RIE)

986. Owens, Thomas R. and Others. Final Evaluation Report for ABRAZO-Title VII Bilingual Project. 1970-1971. San Jose Unified School District, California. Washington, D.C.: Office of Education. September 1971. 70pp.
(ED 065 212)

987. Oxman, Wendy G. The Effects of Ethnic Identity of Experimenter, Language of Experimental Task, and Bilingual vs. Non-Bilingual School Attendance on the Verbal Task Performance of Bilingual Children of Puerto Rican Background. Ph.D. Dissertation, Fordham University. 1972.
(Dissertation Abstracts International. Vol. 33 (1972). p. 195A.).

The purpose of this study was to determine whether bilingual minority group children show evidence of alienation from a non-bilingual school environment, and whether attendance at a bilingual school would prevent that alienation. Ss were 256 fourth and fifth grade bilinguals of Puerto Rican background; Ss attended either a bilingual school or a non-bilingual school in the New York City area. A paired associate verbal learning task was administered individually to a random sample of 64 Ss in each school, equally divided as to grade level and sex; Puerto Ricans and non-Puerto Ricans administered the task. The author hypothesized that the Ss performance on the task would be inferior if he or she were alienated from school in the non-bilingual environment, his performance would also be inferior if the examiner were not of the same ethnic background. Finally, it was expected that the performance of Ss in bilingual schools or programs would be superior to the performance of Ss in the supposed alien (non-bilingual) environment.

There was no significant difference in the mean scores of students under any of the experimental conditions in non-Bilingual schools, and the performance of Ss in bilingual schools was not superior to the performance of Ss in non-bilingual schools. Therefore, it was inferred that bilingual Puerto Rican children were not alienated from the non-bilingual school environment, and that attendance at a fully bilingual school may be a factor in alienation. Finally, the ethnic identity of the experimenter may reflect distraction from a verbal task, but not alienation. (DH)

988. Parent Questionnaire. Las Cruces School District, New Mexico.
Dissemination Center for Bilingual Bicultural Education,
Austin, Texas. Washington, D.C.: Office of Education.
September 1971. 11pp. (ED 061 811)

This instrument provides questions for determining parental attitudes toward aspects of the bilingual education programs in which their children participate. The questions appear in both English and Spanish. Techniques for administering the questionnaire are suggested along with possible uses of the information. (RIE)

989. Parent Questionnaire on Bilingual Education. Jersey City State
College, New Jersey. Dissemination Center for Bilingual
Bicultural Education, Austin, Texas. Washington, D.C.:
Office of Education. 16p.
(ED 058 803)

This document provides a questionnaire to be used to determine the attitudes and influence of parents who have children in bilingual education programs. Thirty seven questions are listed, covering such factors as family background, language usage at home, and aspirations for the education of the children. Techniques for administering the questionnaire are suggested along with possible uses of the resulting information. (RIE)

990. Peso Bilingual Language Development Project. Project Evaluation,
June 30, 1970. Peso Education Service Center Region 16, Amarillo,
Texas. Division of Plans and Supplementary Centers, BESE.
June 1970. 102p.
(ED 064 010)

The "PESO" Bilingual Language Development Project was a 1-year pilot study in 4 West Texas county school districts involving 451 Anglo and Mexican American 1st and 2nd grade students. The project contained three components: (1) the development of bilingual oral and written language skills--instruction in the Spanish language, and the concomitant development of concept formation ability, self-image, and cultural awareness; and instruction in English, within the regular school program; (2) the development of a well-trained staff of bilingual teachers, and (3) through parent involvement, the development of a positive relationship between the school and community concerning the bilingual program. The objectives of the instructional component were achieved to a significant level; however, the attempt to develop Spanish written language skills failed. Testing indicated the need for an entire year to develop Spanish oral language skills. Staff development and parent involvement objectives were met. Procedures for the attainment of these objectives were deemed practical, but the evaluation design was thought to need further development owing to the lack of adequate measurement devices in Spanish language development. Eight exhibits, including a parent attitude survey and evaluation reports, and 12 tables of tests results are appended. (RIE)

991. *Questionnaire: Parent Attitude Toward Bilingual Education*. Las Curces School District, New Mexico. Dissemination Center for Bilingual Bicultural Education, Austin, Texas. Washington, D.C.: Office of Education. 14pp. (ED 066 066)

992. Rebert, Robert J. ed. and Others. *Bilingual Education for American Indians*. Washington, D.C.: Bureau of Indian Affairs (Department of Interior). 1971 102p.
(ED 061 789)

993. *Region XIII Bilingual Education Program*. *Evaluation Report*. Washington, D.C.: Office of Education. August 1971. 194pp.
(ED 065 221)

994. Robinett, Ralph. *Developing Curriculum for Bilingual Education*. In "Conference on Child Language." preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971. 30pp. Laval University, Quebec. International Center on Bilingualism. Miami, Florida: Spanish Curricula Development Center.
(ED 061 811)

This document describes the work of the Spanish Curricula Development Center, a project funded by the Bilingual Education Program Branch of the United States Office of Education. It is the function of the Center to develop multidisciplinary resource kits to help support the major areas of instruction in Spanish at the primary level. Forth-eight kits are planned; kits 1-8 have been completed and kits 9-24 are in progress, covering first grade and the first half of second grade. Each kit provides two weeks of work and covers five areas of instruction: Language Arts--Vernacular, Social Science, Science/Mathematics, Fine Arts and Spanish--Second Language. The means for evaluation of pupils' progress are provided in each kit along with supplementary audiovisual and manipulative materials. A product design or overview is included. Further details on the design and use of the kits and on the educational strands and assessment activities are provided here. (RIE)

995. Rowan, B. and Others. "Teaching of Bilingual Children." *Education*. Vol. 70 (March 1950) pp. 423-426.

996. *Rowland Bilingual/Bicultural Education Project*. *Evaluation Report*. Rowland School District, Rowland Heights, California. Washington, D.C.: Office of Education. July 1971. 149p.
(ED 064 015)

997. Russo, John V. *The Administrative Aspects of the Development of a Bilingual Secretarial/Clerical Program at Santa Ana College*. Seminar paper. 21pp. June 1972.
(ED 062 986)

998. Sancho, Anthony R. Spanish: A New Approach to Bilingual Programs. Paper presented at the Sixth Annual TESOL Convention. Washington, D.C. February 29, 1972. 9pp.
(ED 062 842)

The child in the bilingual education situation must be aware of the two languages involved as two separate systems corresponding to the two distinct cultural entities that are part of his environment. The child must learn to separate, yet identify with, each system as a useful and necessary means of communication. The teacher-directed method is being used currently to teach Spanish as part of a bilingual curriculum. According to this method, children receive teacher-directed instruction in Spanish as a native language and Spanish as a foreign language, in bilingual switching, and in rhetoric to teach effective speech in both languages and an awareness of human emotions in both cultures. Another method currently being used is the small groups process which groups together children with varied language abilities, backgrounds, and academic skills. It is based on the theory that children from different language backgrounds, if exposed to one another's language in a bilingual setting which encourages and reinforces both languages equally, will develop the second language naturally and easily, while improving the first language. (RIE)

999. Saville, Muriel P. and Rudolph C. Troike. A Handbook of Bilingual Education. Center for Applied Linguistics, Washington, D.C. ERIC Clearinghouse for Linguistics. January 1970. 69pp.
(ED 035 877)

This is a handbook for teachers and administrators of bilingual education programs. The first chapter is a historical view of bilingualism, with a discussion of questions raised by educators and a glossary of linguistic terms. Chapter II gives the linguistic, psychological, social and cultural factors involved in bilingualism. Chapter III gives suggestions for setting up bilingual programs, stressing that the need must first be recognized by the community. The fourth chapter describes English phonology and grammar and contrasts them with Spanish and Navajo to illustrate common teaching problems. Chapter V bases practical teaching suggestions "on traditional axioms adapted to bilingual education." Chapter VI notes the importance of evaluation and discusses language and intelligence tests. (RIE; ECK)

1,000. Simmons, Raymond S. Final Evaluation Report for Colorado (City) Bilingual Education Program, Colorado (City) Independent School District, Colorado City, Texas. Colorado City Independent School District, Texas. Washington, D.C.: Office of Education. 1971. 12p.
(ED 064 022)

1,001. Singer, H. "Bilingualism and Elementary Education." Modern Language Journal. Vol. 40 (1956). pp. 444-458.

1,002. Smith, Merle. Pontiac Title VII Bilingual Education Program, 1970-71 Final Evaluation Report. Pontiac City School District, Michigan. Washington, D.C.: Office of Education. 1970. 72p. (ED 061 840)

1,003. Spolsky, Bernard (ed.). The Language Education of Minority Children. Rowley, Massachusetts: Newbury House Publishers. 1972 (expected). $4.95.

Brings together writings on the problems of minority groups in the United States grouped into three topical sections: (1) Multilingualism in the United States, (2) Bilingualism and Bilingual Education, and (3) Language Education in Practice. Articles provide a basis for a course in the language education of minority children, and the background to applied courses, such as bilingual education, language arts methodology, applied linguistics, TESOL, English education, and foreign language education. (catalog)

1,004. Stern, Carolyn and Diane Ruble. Teaching New Concepts to Non-English Speaking Preschool Children. California University, Los Angeles. Washington, D.C.: Office of Economic Opportunity; Office of Education, Cooper[illegible] Research Program. August 1970. 36pp. (ED 054 903)

Fifteen Mexican American [illegible] from four Head Start classes participated in this [illegible] tested three hypotheses: (1) that children whose first language [illegible] Spanish and who are instructed in Spanish will require significantly fewer trials to learn a new concept than children instructed either in English or bilingually; (2) that children receive in the first set of new concepts in English will learn a second instance of the new concept taught in English more readily than children who were taught the first use of the concept in Spanish; and (3) that, a Spanish language criterion test, children taught concepts in English will do as well as children taught those concepts in Spanish or bilingually. The procedure included pretesting with the Goodenough Draw-A-Man Test and the Expressive Vocabulary Inventory in both English and Spanish; the instructional program; a criterion test in the appropriate language using a series of booklets developed to teach the conceptual task which was designed to test the hypotheses; and a posttest. Study results rejected hypotheses 1 and 2, while hypothis 3 could not be rejected. An appendix contains lessons used in the instructional program. (RIE)

1,005. Stubing, C.H. and Others. Reports: "Bilingual Education: The Status of the Art, 1970" (7th Annual Conference of the Southwest Council for Bilingual Education, El Paso, Texas, November 20-21, 1970). Las Cruces, New Mexico: Southwest Council for Bilingual Education. 1970. 82p. (ED 059 818)

A report on the status of bilingual education during 1970, this document is composed of presentations from the 7th Annual Conference of the Southwest Council for Bilingual Education. Five papers are included as is a section describing a proposed program to increase the proficiency of bilingual teachers. Also included are six paradigms relating to the proposed program. (RIE)

1,006. Swain, Merrill, ed. Bilingual Schooling: Some Experiences in Canada and the United States. Toronto, Ontario, Canada: The Ontario Institute for Studies in Education. 197[illegible]. 102p. (ED 061 849)

1,007. Thonis, Eleanor Wall. Bilingual Education for Mexican-American Children: A Report of an Experiment Conducted at the Marysville Unified School District. Sacramento: California State Department of Education. 1967.

1,008. Thonis, Eleanor Wall. Bilingual Education for Mexican-American Children....an Experiment. A Report of the Second Year, September 1967 - June 1968. Marysville, California: Marysville Unified School District. 1969.

1,009. Thonis, Eleanor. The Dual Language Process in Young Children. In "Conference on Child Language." preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971. 15p. Laval University, Quebec. International Center on Bilingualism.
(ED 061 812)

Problems attributed to dual language learning in early childhood have been exaggerated and may be the result of a failure to control significant research variables. The relationship between a child's acquisition of a language and his ability to think must be better understood for closer investigation of the effects of dual language learning. Several conditions do appear to be conducive to promoting dual language acquisition. It seems that the two languages should be kept in separate contents so that coordinated language systems might develop. The best language models must be available in both languages. A rich and varied background of environmental encounters is important as are acceptance of the child's uniqueness, respect for his native language, appreciation of his cultural heritage and attention to his specific language requirements. Curriculum design for early childhood bilingual education should take these conditions into account and encourage improved oral language ability and introductory literacy skills in the native language, intensive oral language development and readiness for literacy in the second language, and access to knowledge in the stronger language. (RIE)

1,010. Treviño, Bertha. "Bilingual Instruction in Primary Grades." Modern Language Journal. (April, 1970). pp. 255-256.

1,011. Tucker, G.R. and Alison D'Anglejan. "Some Thoughts Concerning Bilingual Education Programs." Modern Language Journal. 55:8 (December, 1971). pp. 491-493.
(EJ 047 576)

Discusses advancements made in bilingual programs in the United States and Canada. (CIJE)

1,012. Ulibarrí, Horacio. Bilingual Education: A Handbook for Educators. Interpretive Studies on Bilingual Education. New Mexico University, Albuquerque. College of Education. Office of Education (DHEW), Washington, D.C. Bureau of Research, March, 1970. 151pp.
(ED 038 078)

This comprehensive handbook on bilingual education, designed to aid administrators primarily, presents program guidelines, procedures for program initiation, and an annotated bibliography. Based on analyses of some 2,000 reports on bilingual and bicultural education, the work stresses social, cultural and psychological concepts in sections treating: (1) objectives of bilingual education programs, (2) program description, (3) teacher role, (4) materials, (5) evaluation, (6) counseling, and (7) program initiation and implementation. (RIE)

1,013. Ulibarrí, Horacio. The Effects and Implications of Culturally Pluralistic Education on the Mexican-American. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory. 1970. 43p.
(ED 058 971)

Establishing that cultural diversity may be nothing more than ecological adjustment and then examining the literature and research related to culturally pluralistic education, the author deals with Mexican American children and children from other minority groups in terms of growth and development, language acquisition and learning, bilingual programs and methodology and tests and measurements. The author recommends three areas for basic research: (1) life-style studies, (2) sociopsychological studies, and (3) educational studies. In addition, it is suggested that a new start for the education of multicultural children utilize an organizational systems approach. One figure and a 74-item bibliography are included. (RIE)

1,014. Ulibarrí, Horacio. Interpretive Studies on Bilingual Education. Final Report. New Mexico University, Albuquerque. College of Education. Office of Education (DHEW), Washington, D.C. Bureau of Research. March, 1970. 99pp.
(ED 038 079)

This final report contains speeches on bilingualsim given at conferences in San Antonio, Los Angeles, and Albuquerque. "Bilingualism and Socioculture", "Community Involvement Through Effective Use of Mass Media Communication", "In-Service Training", "Folklore", "Dilectic Education", and "What's the Score on Bilingual Education?" are reprinted in this work. A series of on-going, public school projects in bilingual education are examined individually. The history of the entire project is reviewed and abstracts provided for four mongraphs concerning project-funding and function, a compendium on bilingual education administrator guidelines, and a collection of ideas and materials on bilingual education drawn from various sources. Pre- and post-questionnaires, evaluation of conferences, and a concluding statement are included. (RIE)

1,015. University of the State of New York. The State Education Department, Division of General Education, Bilingual Education Unit. Administrative Procedures for the Bilingual Education Act. Albany, New York: 1971. 26pp.

1,016. University of the State of New York. The State Education Department, Division of General Education, Bilingual Education Unit. Bilingual Education, A Position Paper. Albany, New York August 1972.

1,017. University of the State of New York. The State Education Department, Division of General Education, Bilingual Education Unit. Bilingual Educational Services.

1,018. University of the State of New York. The State Education Department, Division of General Education, Bilingual Education Unit. Programs under the Bilingual Education Act--Title VII ESEA: Manual for Project Applicants and Grantees. Albany, New York: 1971. 202pp.

1,019. Valencia, Atilano A. Bilingual/Bicultural Education: A Perspective Model in Multicultural America. Southwestern Cooperative Educational Laboratory. Alberquerque, New Mexico. April 1969. (ED 028 017)

Bilingual/bicultural education, with its focus on the linguistic and cultural needs of America's multicultural population, is emerging as a potential type of educational curriculum. Difficulties encountered by the non-English-speaking child, with instruction presented in a language essentially foreign to him, point to the value of bilingual and cross-cultural education in the instructional program. However, demographic data and careful examination of the educational needs of the children are necessary in ascertaining the type of bilingual program for a geographical area. In this volume, 19 models (some operative, some theoretical) and 9 bilingual programs for Spanish-speaking children are presented to illustrate differences, similarities, and potentialities of the models for implementation elsewhere. (RIE)

1,020. Valencia, Atilano A. Bilingual/Bicultural Education--An Effective Learning Scheme for First Grade and Second Grade Spanish Speaking, English Speaking, and American Indian Children in New Mexico. Southwestern Cooperative Educational Laboratory. August 1971. 134pp.
(ED 054 883)

1,021. Verner, Zenobia and Josue Gonzalez. "English Language Teaching in a Texas Bilingual Program." English Language Teaching. 25:3 (June, 1971). pp. 296-302.
(EJ 042 878)

1,022. Walsh, Donald D. and Others. "Teaching Spanish in School and College to Native Speakers of Spanish." Hispania. Vol. 55 (October 1972). pp. 619-631.

This is a report of recommendations of the American Association of Teachers of Spanish and Portuguese about the education of the Spanish-speaking in the United States. The basic recommendations is that each school, elementary through college, that has Spanish-speaking students should establish special sections to develop literacy in Spanish and reinforce or complement other areas of the curriculum. The program on which all the premises were based is the Spanish-S program (Spanish for Spanish speakers) in Dade County, Miami, Florida, which was begun in 1969 for Cuban immigrants. The report discusses the relationship of Spanish-S to other Spanish teaching, the curriculum and teaching methods, a seven-step strategy to develop literacy, teacher training and includes a bibliography of teaching materials. (ECK)

1,023. White, Ronald V. "Activating Advanced ESL Students: A Problem and a Solution," TESOL Quarterly, 5:3 (September, 1971), pp. 231-238.

This paper concerns itself with problems in teaching advanced ESL students. The first of these is contextualization, the problem of making the connection between the linguistic features of an utterance and the non-linguistic features of the situation operating when the utterance is made. The second is the difficulty of the learner in identifying himself with the language he is being required to learn. The author describes a simulation study-role playing project carried on with advanced students which resulted in an enlivened English program. (from the article)

1,024. Williams, Frederick and Others. Carrascolendas: Effects of a Spanish/English Television Series for Primary School Children. Final Report. Evaluation Component. Texas University, Austin. Center for Communication Research.
(ED 066 048)

1,025. Williams, Frederick and Diana S. Natalicio. Evaluating Carrascolendas: A Television Series for Mexican-American Children.

Texas University, Austin. Center for Communication Research. Washington, D.C.: Office of Education. Paper presented at the annual meeting of the American Educational Research Association, (Chicago, Illinois) April, 1972. 19p.
(ED 062 367)

1,026. Williams, Frederick and Geraldine Van Wart. On the Relationship of Language Dominance and the Effects of Viewing CARRASCOLENDAS. Texas University, Austin. Center for Communication Research. September 1972. 8pp.
(ED 066 058)

A study was made of the relationship between the language dominance of a child and the effects of viewing a bilingual television program called Carrascolendas. A previous study showed that the program did have an effect on average knowledge gains among viewers. In order to ascertain whether these gains were in some way related to the language dominance of the child, an index was constructed to determine the child's language dominance--Spanish, English, or bilingual. When this index was correlated with gains made as a result of viewing the program no significant evidence was found that the effects of viewing Carrascolendas were related to, or dependent upon, the child's language dominance. (RIE)

1,027. Wilson, Robert D. Assumptions for Bilingual Instruction in the Primary Grades of Navajo Schools. Paper presented at Conference on Child Language (Chicago, November 22-24, 1971). 38p.
(ED 059 766)

1,028. Zirkel, Perry Alan. Aural-Oral Skills and Different Models of Bilingual Education. Paper presented at the Sixth Annual TESOL Convention, Washington, D.C. February 29, 1972.
(ED 061 792)

This paper seeks to define the program title "Basic Skills in Bilingual Education: Grammar and Pronunciation." The author considers the terms separately. Grammar and pronunciation should perhaps be defined as aural-oral skills to better specify what is involved. Various definitions of bilingual education are discussed, as are the linguistic and sociolinguistic factors that should be considered in a typology of bilingual education. The idea of basic skills in bilingual education programs cannot be limited to language. The output as well as the input of such programs must be seen in terms of concept as well as of language development. Linguistic, sociolinguistic, and educational factors must all be taken into consideration when defining bilingual education. (RIE)

1,029. Zirkel, P.A. "Two Languages Spoken Here." Grade Teacher. 1971. 88. 36-40,59.

This article describes the first two years of the elementary bilingual education program for Puerto Rican children in New Haven, Connecticut. It explains the organization of lessons and staff and describes some of the teacher-made and commercial materials used. (ECK)

I. Educational Materials for Teachers of Non-English-Speaking Students

1,030 Aarons, Alfred C. "ESL/EFL Materials," TESOL Newsletter, 2:3 and 4 (November, 1968).

A supplementary bibliography (to the author's "TESOL Bibliography" of a year and a half earlier) of ESL/EFL textbooks, language and linguistics, English language, special areas, and ESL/EFL related "supplementary materials that help to make one a better ESL/EFL teacher." (NYS Bibliography)

1,031 Aarons, Alfred C. "TESOL Bibliography." Florida FL Reporter, (Spring 1967). (Available as Florida FL Reprint) (paper)

An extensive, partly annotated bibliography of TESOL textbooks, methodology, language anthologies, linguistics, English language, periodicals, resource centers, bibliographies, special issues, special areas and dictionaries. (NYS Bibliography)

1,032 Alesi, Gladys and Dora Pantell. Family Life in the U.S.A. New York: Regents Publishing Company.

An adult reader for beginning students. Relates the daily lives of an average immigrant family in the U.S. Vocabulary and sentence structures are simple and carefully graded, but the content reflects adult interests. Each lesson includes two readings - the second more difficult than the first - plus exercises in comprehension, grammar, pronunciation, and conversation. Price (1972): $1.25 (catalog)

1,033 Alesi, Gladys E. and Dora F. Pantell. First Book in American English. New York: Oxford Book. 1962. 241 pp.

Designed for adult basic education courses. Second Book in American English published in 1964.

1,034 Agard, F.B. et al. El inglés hablado: Para los quen hablan español. New York: Holt, Rinehart and Winston. 1953.

One of a series for eleven languages, prepared by the American Council of Learned Societies. Most of the others are out of print. What are available are sold by the Columbia University Press (Spoken English Series). Includes records. High school and above. (CAL Bibliography)

1,035 Allen, Harold B. (comp.). Linguistics and English Linguistics. A Bibliography. New York: Appleton-Century-Crofts. 1966.

An unannotated, selective listing of books and articles. Major divisions include bibliographies, dictionaries, linguistics, English language and English linguistics, language instruction and special topics. (Hefferman-Cabrera)

1,036 Allen, Harold B. (ed.) Readings in Applied English Linguistics, 2nd Edition. New York: Appleton-Century-Crofts, 1964. (paper)

A collection of 62 articles representative of current linguistic thought and applications, this anthology is a companion to Allen's Teaching English as a Second Language and includes coverage of transformational grammar and linguistic applications to reading, writing, speaking and listening. (NYS Bibliography)

1,037 Allen, Harold B. (ed.). Teaching English as a Second Language: A Book of Readings. New York: McGraw-Hill, 2nd ed. 1972. $9.50.

Contains the work of 45 authors in the areas of linguistics, psychology and education, from Australia, England, the U.S., Canada and the Philippines; some theoretical and some practical. Nine subject areas, each with an overview: Theories and Approaches, Teaching English Speech, Teaching English Structure, Teaching English Vocabulary, Teaching English Usage and Composition, Teaching the Printed Word, Reading and Literature, Methods and Techniques, Teaching with Audio-Visual Aids and Testing. (NYS Bibliography)

1,038 Allen, Robert L.; Allen, Virginia French; and Margaret Shute. English Sounds and Their Spellings: A Handbook for Teachers and Students. New York: Thomas Y. Crowell Co., 1966. (paper) $2.75.

This book can be used in different ways for different purposes in different kinds of classes for students of any age. Its distinctive features: a systematic sequence for coordinating teaching sounds with patterns of spelling; a procedure from regular to irregular spellings; calling "short" vowels the basic sounds, and "long" vowels the name sounds of vowels; avoidance of conventional phonetic symbols by representing vowel sounds by numbers; 40 lessons include explanations, instructions and practice. Films available. (NYS Bibliography)

1,039 Allen, V.F. People in Fact and Fiction: Selections Adapted for Students of English as a Foreign Language. New York: Thomas Y. Crowell Co. 1957. paper.

1,040 Allen, V.F. People in Livingston: A Reader for Adults Learning English. New York: Thomas Y. Crowell Co. 1953. paper.

1,041 Allen, Virginia French and Robert Allen. Listen and Guess! New York: McGraw-Hill. 144 pp.

A program for auditory comprehension practice, designed for pupils who have studied English by the audio-lingual approach for at least one year. Listening to the conversations, the student is familiarized with idioms, a basic vocabulary of 800-1000 words, and the native speech patterns and rhythms of the English language. A Laboratory Book accompanies each of the tapes or recordings; it includes notes, typical grammatical and sentence structures, a worksheet of questions on each conversation, and a vocabulary list of new words used in the conversations. (NYS Bibliography)

1,042 Allen, V.F. and R.L. Allen. Review Exercises for English as a Foreign Language. New York: Thomas Y. Crowell Co. 1961. paper. 149 pp.

For oral and written practice at the intermediate level. Contains suggestions to the teacher on method of presentation. (Hefferman-Cabrera)

1,043 Allen, Walter Powell. Easy Crossword Puzzles. Rockville, Maryland: English Language Services, Inc. Two volumes @ $0.85 ea.

Each book (Easy Crossword Puzzles for Learners of English and More Easy Crossword Puzzles for ... etc.) contains 20 puzzles. The first puzzle in each book is made from the list of the first 500 most frequently used words in English, and the remaining puzzles gradually add less frequently used words. The words in the clues to each puzzle are parallel in frequency with those in the puzzle. (catalog)

1,044 Allen, Walter Powell. More Easy Crossword Puzzles for People Learning English. Washington, D.C.: English Language Services, Inc., 1970.

1,045 Allen, Walter Powell. Selecting Reading Materials for Foreign Students. Rockville, Maryland: English Language Services, Inc. $1.70.

Designed as a guide for teachers of ESL in helping them select materials containing reading selections which will provide people from other lands with background for understanding the language. (catalog)

1,046 Alter, Jason B. et al. Utterance-Response Drills for Students of English as a Second Language. Englewood Cliffs, New Jersey: Prentice-Hall. 1966.

Conversational practice for upper high school or college age students.

1,047 Alvarado, Patricio R. and Luis Montalvo. Mi Primer Libro de Máquinas Simples: Trabajo y Fuerza. Escuela Intermedia Grados 7, 8 y 9 (My First Book of Simple Machines: Work and Force. Intermediate School Grades 7, 8 and 9). Dissemination Center for

Bilingual Bicultural Education, Austin, Texas. Washington, D.C.: Office of Education. October 1971. 18 p.
(ED 059 638)

1,048 Alvarado, Patricio and Luis Montalvo. Mi Segundo Libro de Máquinas Simples: Las Palancas. Escuela Intermedia Grades 7, 8 y 9 (My Second Book of Simple Machines: Levers. Intermediate School Grades 7, 8 and 9). Dissemination Center for Bilingual Bicultural Education, Austin, Texas. Washington, D.C.: Office of Education. October 1971. 25p.
(ED 059 640)

1,049 Alvarado, Patricio R. and Luis Montalvo. Mi Tercer Libro de Máquinas Simples: La Rueda y la Polea. Escuela Intermedia Grados 7, 8 y 9 (My Third Book of Simple Machines: The Wheel and the Pulley. Intermediate School Grades 7, 8 and 9). Dissemination Center for Bilingual Bicultural Education, Austin, Texas. Washington, D.C.: Office of Education. October 1971. 25 p.
(ED 059 637)

1,050 Alvarado, Patricio R. and Luis Montalvo. Mi Cuarto Libro de Máquinas Simples: Otras Modificaciones de la Rueda. Escuela Intermedia Grados 7, 8 y 9 (My Fourth Book of Simple Machines: Other Modifications of the Wheel. Intermediate School Grades 7, 8 and 9). Dissemination Center for Bilingual Bicultural Education, Austin, Texas. Washington, D.C.: Office of Education. October 1971. 22p.
(ED 059 639)

1,051 Alvarado, Patricio and Luis Montalvo. Mi Quinto Libro de Máquinas Simples: El Plano Inclinado. Escuela Intermedia Grados 7, 8 y 9 (My Fifth Book of Simple Machines: The Inclined Plane. Intermediate School Grades 7, 8 and 9). National Consortia for Bilingual Education, Fort Worth, Texas. Philadelphia District, Pennsylvania. Washington, D.C.: Office of Education. October 1971. 19p.
(ED 059 641)

1,052 American English Charts with Teacher's Manual. New York: American Book Company. 14 charts and manual.

Charts (17" x 23") are of everyday life: the home, office, city, country, etc. Teacher's Manual gives suggested uses. Sold in binder which converts to easel for the charts. (CAL Bibliography)

1,053 The American Language Institute (New York City). American English: An Integrated Series for International Students. Philadelphia, The Center for Curriculum Development, Inc. 1970

A complete course in modern American English which includes four basic texts, books on pronunciation and dictation and guided composition, tapes for laboratory exercises (coordinated with the basic texts), a laboratory workbook and three readers (also coordinated with the basic texts). This series is primarily designed for older students studying here or abroad. The cultural orientation is largely New York City centered. Evaluation kit available for $15.00 from:

The Center for Curriculum Development, Inc.
401 Walnut Street
Philadelphia, Pennsylvania 19106

1,054 American University Language Center Tests. Washington, D.C.: Educational Services. 1961.

A series of diagnostic tests: 1. English Usage, 2. Aural/Oral rating, 3. Vocabulary and Reading Tests, and 4. Listening Test. Used for United States State Department Grantees and for college-oriented students. (Hefferman-Cabrera)

1,055 Amsden, Constance et al. A Reading Program for Mexican-American Children. Revision 1. Los Angeles: Youth Opportunities Foundation. 1965. 69 pp.
(ED 016 757)

1,056 Annotations on Selected Aspects of the Culture of Puerto Rico and Its People. Albany: New York State Education Department. (1969). 85p.
(ED 059 933)

Intended for teachers who are currently working with Puerto Rican children, this manuscript provides an orientation to the cultural and historical background of Puerto Rico. The primary purpose of this survey is to depict significant contributions that occurred in Puerto Rico. Contents include information and materials obtained from national archives, official documents, and cultural institute reports, and offer a collection of selected notes relevant to Puerto Rico's history, music, everyday life and culture, horticulture, architecture and current trends. A series of descriptions about famous Puerto Ricans is also included, tracing the culture from 1580 to 1968. An alphabetical listing of information sources by author is presented from which educators may secure information about Puerto Rico. (RIE)

1,057 Arapoff, Nancy. Writing Through Understanding. New York: Holt, Rinehart and Winston. 1970.

Composition practice for upper high school or college age students.

1,058 Aurbach, Joseph et al. Transformational Grammar: A Guide for Teachers. Rockville, Maryland: English Language Services, Inc. $3.50.

An instructional course designed to provide the English teacher with an introduction to transformational grammar theory and application. Includes sections on syntax, morphology, and phonology oriented to classroom texts using the new grammar. (catalog)

1,059 Baird, Cynthia, Comp. La Raza in Films: A List of Films and Filmstrips. 1972. 77pp.
(ED 065 245)

A listing of over 200 films and filmstrips concerning the Spanish-speaking people in the United States is given in this publication. (RIE)

1,060 Bauder, Robert G. American English Rhetoric: Writing from Spoken Models for Bilingual Students. New York: Holt, Rinehart and Winston. 1971.

Composition practice for upper high school or college age students.

1,061 Baumwoll, Dennis and Robert L. Saitz. Advanced Reading and Writing: Exercises in English as a Second Language. New York: Holt, Rinehart and Winston. 1965.

Reading and composition practice for upper high school and college age students.

1,062 Benson, Susan Shattuck. Proyecto Leer Bulletin, Number 8.
Washington, D.C.: Books for the People Fund, Inc.
Washington, D.C.: National Endowment for the Humanities.
1971. 10p.
(ED 063 821)

This bulletin lists educational materials for the Spanish speaking. Several hundred documents are listed in three main sections: (1) organizations, programs, laws and news related to the Spanish speaking; (2) a list of books selected; and (3) a list of publishers and distributors with their addresses. Several bibliographies are included. Entries are annotated and include comments pertaining to grade level. (RIE)

1,063 Benson, Susan Shattuck. Proyecto Leer Bulletin, Number 9.
Washington, D.C.: Books for the People Fund, Inc.
Washington, D.C.: National Endowment for the Humanities.
1971. 10p.
(ED 063 822)

This bulletin lists addresses of publishers and distributors of audiovisual instructional materials in Spanish in the United States and Latin America. Sources are listed in four categories: (1) federal sources of materials, information on materials, names of resource people, programs, and proposal guidelines concerning the Spanish speaking; (2) consumer education materials in Spanish or for the Spanish speaking; (3) folk music of the Americas; and (4) books, bibliographies, and periodicals. Two sections listing children's and adults' books in Spanish are included with annotations. (RIE)

1,064 Bernardo, Leo U. and Dora F. Pantell. English: Your New Language. Morristown, New Jersey: Silver Burdett. 2 vols. 1966-67.

Designed for adult basic education courses. Records and tapes available.

1,065 Binner, Vinal O. American Folktales: A Structural Reader. New York: Thomas Y. Crowell Company. 1966.

Graded supplementary reader. Contains 15 simplified reading passages for students with knowledge of basic English structures and a 1,000-word basic vocabulary. Selected vocabulary, idioms, related words and opposite word lists, which follow readings, provide for vocabulary building. Specific sentence structures taken from context provide controlled exercises for practice. Conversation questions, write-or-tell exercises, and pronunciation drills with modified Trager-Smith transcriptions follow. Appendixes include table of punctuation marks, guide to pronunciation, glossary of grammatical terms, vocabulary and index. (Hefferman-Cabrera)

1,066 Black, John W. American Speech for Foreign Students. Springfield, Illinois: Charles C. Thomas, Publisher. 1963.

A fairly complete edition for foreign students which describes American speech and gives exercises in speech and listening. (Hefferman-Cabrera) (rev. and abridged)

1,067 Boggs and Dixson, Robert J. English Step by Step With Pictures, New York: Regents Publishing Company, (revised edition).

The pictures which form an integral part of this text are used to introduce and reinforce new vocabulary, aid retention through association, assist comprehension, and help maintain a high level of student interest and motivation. Designed for beginning students. Covers vocabulary of approx. 800 words (16 new words/lesson). Presents basic grammar and structure in conversational context.

Price (1972): Book/$1.75 ea.; Posters (20" x 24", color)/ $4.00. (catalog)

1,068 Boggs and Dixson, Robert J. Sound Teaching: A Laboratory Manual of American English. New York: Regents Publishing Company.

An audio-lingual course for conversational practice in American English consisting of a manual and tapes. May be used as a complete course or as a course supplement. Lessons are divided into three steps: grammar practice; question and answer exercises; and phrasing, intonation, and pronunciation. Each lesson averages approx. 13 minutes of playing time. Manual may also be used as a basic text.

Prices (1972): text @ $1.75 tapes and manual @ $75.00 (catalog)

1,069 Brooks, Nelson. Language and Language Learning: Theory and Practice. New York: Harcourt, Brace and World, 1964.

Presenting the audiolingual method, this work is easy to read and covers many helpful topics: mother tongue and second language, language teaching, language and culture language and literature, etc. (NYS Bibliography)

1,070 Bumpass, Faye L. Let's Read Stories. Five volumes. New York: McGraw-Hill, 1965. (paper).

A series of readers, including adaptations from Irving through Twain. Each lesson contains a part of a story and a section of oral practice on words and patterns with intonation indicated. Review practice is provided after every two parts, and a general test on comprehension at the end of each story. Notes on the author's life, a word list, and suggestions to the teacher are also included in each book. (NYS Bibliography)

1,071 Bumpass, Faye L. The New We Learn English. New York: American Book Company. 5 vols. 1968.

Series for early grades. Revised international edition of the English version, We Learn English (1959), of an earlier Spanish language series, Vamos a aprender el inglés (1955). Illustrations, songs and games accompany a pattern practice approach modelled for children. Emphasis on oral skills but reading and writing practice included. First volume, Language Readiness Book, consists entirely of pictures. Reading introduced in second volume. Series brings students to low intermediate level, leading up to sequel series, We Speak English. From second volume on, two-page notes to the teacher suggest steps for developing aural-oral skills and for teaching reading and writing. (CAL Bibliography)

1,072 Bumpass, Faye L. We Speak English. New York: American Book Company. 2 vols. 1967.

Beginning course designed for 10-13 year olds of no specific language background. Aural-oral "functional" approach. Book I based on 630-word vocabulary. Each of 8 units contains a short conversational dialog and extensive sequenced drills. Songs and games also included. Book II has 7 units and is based on a 829-word vocabulary. Teacher's editions discuss teaching methods and techniques, and provide guides to exercises and drills. (CAL Bibliography)

1,073 Burnett, Richard W. Basic Reading Inventory. Rensenville, Illinois: Scholastic Testing Service. 1966.

A basic reading test for illiterates and up to fourth or fifth-grade literacy level. Identifies basic skill strengths. Part I, Vocabulary; Part 2, Ability to hear beginning sounds; Part 3, Synonymous reading; Part 4, Synonymous listening; Part 5, Reading context and listening. (Hefferman-Cabrera)

1,074 Burt, Kim and Carol Kiparsky. Gooficon - Common Errors in Spoken English. Rowley, Massachusetts: Newbury House Publishers. 1972. $4.50.

Contains a broad sampling of speech errors made by speakers of other languages and arranged on the basis of errors that fall together structurally. The goal is to provide a practical guide to enable teachers to identify and treat errors made by non-native speakers of English. Each chapter provides the teacher with a summary of each type of error, an analysis of the error, and rules-of-thumb for correcting the faulty habits. (catalog)

1,075 California Achievement Test. 11th edition. California Test Bureau. 1957.

Scores are given in the areas of reading, arithmetic, and language; grades one through fourteen. Performance is given by grade placement and in profile form. Percentile and age norms are provided. These tests are useful with advanced ESL students to determine their readiness for high school subjects. (Hefferman-Cabrera)

1,076 Caskey, Owen L. (comp.) and Jimmy Hodges, (comp.). A Resource and Reference Bibliography on Teaching and Counseling the Bilingual Student. Texas Technological College, Lubbock. School of Education. March 1968. (ED 032 966)

Citations for 733 selected references published between 1914-1967 cover materials on the teaching and counseling of bilingual students. The purpose of the bibliography is to provide as many extensive helpful references as possible. Literature dealing with Indian and Mexican-American children is included. (RIE)

1,077 Center for Applied Linguistics. Aural Aids in English for Foreigners, 2nd Ed., Washington, D.C.: Center for Applied Linguistics, (1964).

An annotated list of sources for tapes and records. (NYS Bibliography)

1,078 Center for Applied Linguistics. English as a Second Language in Elementary Schools: Background and Text Materials. Washington, D.C.: Center for Applied Linguistics, (1967). (paper)

Gives information on programs and materials. (NYS Bibliography)

1,079 Center for Applied Linguistics. Visual Aids for English as a Second Language. Washington, D.C.: Center for Applied Linguistics, (1965).

This annotated list gives sources of charts, pictures, films, filmstrips, slides and games useful to the teacher. Included are background readings and articles on making and using the aids. (NYS Bibliography)

1,080 Cervenka, Edward. Administrative Manual for Inventory of Socialization of Bilingual Children Ages 3-10, 1968, 75pp. (ED 027 062)

This battery of test instruments is one of a set of three developed for use in the study of bilingual instruction programs and other compensatory programs in Texas. The socialization inventory has been based on a sociological view of personality as a developing and changing entity. Four sub-measures are included: (1) a measure of self concept; (2) a behavior rating scale of a child's interpersonal behavior in an interview with the test administrator; (3) a behavior rating scale of a child's general social behavior in the classroom; and (4) a questionnaire given to parents of children in bilingual programs. Administration and rating directions are provided. Samples of socialization measures and their rating sheets form the bulk of this report. (RIE)

1,081 Cervenka, Edward. Administrative Manual for Tests of Basic Language Competence in English and Spanish: Level I (Preschool): Children Ages 3-6, 1968, 146pp. (ED 027 063)

This battery of test instruments is one of three developed for use in the study of bilingual instruction programs and other compensatory programs in Texas. The tests are to be individually administered and are designed to measure the child's basic language competence via the perceptual and motor sides of linguistic and communicative phenomena. In this manual, guidelines for the selection and training of test administrators suggest desireable professional and personal qualifications. The importance of a trial testing period is stressed. Forms A and B of the test in both language versions are included. Samples in the appendix include pictures for the oral vocabulary tests, the scoring sheet for subtests, and the rating sheet of the child's interpersonal behavior in an interview with the test administrator. (RIE)

1,082 Clarey, Elizabeth and Robert J. Dixson. Curso práctico de pronunciación del inglés. New York: Regents Publishing Company. $1.25.

This Spanish edition of Pronunciation Exercises in English was adapted by Julio I. Andújar to give particular emphasis to the problems most frequently encountered by Spanish-speakers in the pronunciation of English. See entry under English title for additional information.

Price (1972): text @ $1.25, records and text @ $8.95, tapes and text @ $21.00 (catalog)

1,083 Clarey, Elizabeth and Robert J. Dixson. Pronunciation Exercises in English. New York: Regents Publishing Company. 1963, $1.25 (paper).

Each lesson deals with a single sound. After a concise explanation of its production, each sound is practiced in single words, minimal pairs, sentences, intonation exercises, and short review paragraphs. This book may be used with beginners to establish good pronunciation, or with advanced students to correct faulty pronunciation.

Also available in Spanish edition under the title: Curso práctico de Pronunciación del inglés. (catalog)

1,084 Close, R.A. English as a Foreign Language: Grammar and Syntax for Teachers and Advanced Students. Cambridge, Mass.: Harvard University Press, 1962.

Source book for teachers containing many discussions and examples of grammatical and usage distinctions. From his background of experience in his native England and, abroad the author discusses problems and makes suggestions regarding the study of grammar and usage.

1,085 Coleman, Algernon and Clara B. King. English Teaching in the Southwest: Organization and Materials for Instructing Spanish-Speaking Children. Washington, D.C.: American Council on Education. 1940. 307 pp.

1,086 Coller, Alan R. and P.D. Guthrie. Self-Concept Measures: An Annotated Bibliography. Princeton, New Jersey: Educational Testing Service. 1971. 9 pp.

Includes self-concept measures appropriate for children from preschool through third grade. Annotation lists the purpose of each instrument, nature of the materials, groups for which it is intended, administration, scoring interpretation, and standardization. (Proyecto Leer Bulletin)

1,087 Committee on the Language Program. Structural Notes and Corpus: A Basis for the Preparation of Materials to Teach English as a Foreign Language. Washington, D.C.: American Council of Learned Societies. 1952. (Hefferman-Cabrera)

1,088 Cordasco, Francesco and Eugene Bucchioni. Course Outline: Puerto Rican Children in Mainland Schools. (Lehman College, City University of New York, 1971).

1,089 Cordasco, Francesco and Eugene Bucchioni. The Puerto Rican Community and Its Children on the Mainland: A Source Book for Teachers, Social Workers and Other Professionals. Metuchen, New Jersey: The Scarecrow Press, Inc. 1972.

1,090 Cornelius, Edwin T. First Lessons in English. Rockville, Maryland: English Language Services, Inc. $1.50.

A 20-lesson course useful as a beginning text for slow-paced adult courses where is a need to restrict to a minimum the rate of introduction of new vocabulary and sentence patterns. Each lesson contains sentences for repetition drill, word study, and simple notes on grammar. (catalog)

1,091 Cornelius, Edwin T. Jr. Teaching English. Rockville, Maryland: English Language Services, Inc. $2.00.

An orientation manual for teachers and teacher trainees who have had no previous training in linguistics and linguistic concepts of language teaching. Emphasis is given to basic attitudes and assumptions in language teaching, rather than to the efficacy of a particular method. Chapters include: (1) objectives, (2) techniques, (3) and (4) problems, (5) exercises used in language teaching and the use of pictures, illustrations and objects, and (6) the preparation of the teacher. (catalog)

1,092 Croft, Kenneth. A Practice Book on English Stress and Intonation. Rockville, Maryland: English Language Services, Inc.

Designed to provide systematic study and drill on the patterns of English stress and intonation. Uses dot-and-line notation devised by Croft and Davis. Four major and five minor English intonation patterns are given in the text, with appropriate drills for classroom and language laboratory work.
Price (1972): text @ $1.50, tapes @ $51.00 (catalog)

1,093 Croft, Kenneth (ed.). Reader's Digest Readings: ESL. Books Five and Six. Pleasantville, New York: Reader's Digest Services. 1963-64.

1,094 Croft, Kenneth. Reading and Word Study for Students of English as a Second Language. New York: Prentice-Hall, (1960). (paper)

Part I has ten stories carefully adapted from American Literature and presented in 24 selections, within an assumed vocabulary of approximately 2,000 words (gradually increased to 4,000), explanatory footnotes and objective comprehensive questions. Part II contains 24 chapters, each corresponding with one of the previous selections and intended to be used with it. Stress here is on word study, but some attention is given to separating major word classes. Emphasis given to the derivation of words, suffixes, prefixes and inflectional endings. A variety of exercises accompany explanations in each chapter. High intermediate level.

1,095 Croft, Kenneth (ed.). Readings on English as a Second Language: For Teachers and Teacher Trainees. Cambridge Mass.: Winthrop Publishers, Inc., 1972, 496pp. (paper).

A collection of 34 articles by 30 contributors designed to help the practicing teacher or the teacher trainee gain a broad view of ESL through a close look at some of the specific areas of the subject. The selections are divided into nine sections, each dealing with a specific area of second language teaching and learning: (1) Trends and practices; (2) Speaking and understanding; (3) Grammar; (4) Reading; (5) Writing; (6) Vocabulary; (7) Testing; (8) Teaching aids; and (9) Other selected topics. (catalog)

1,096 Croft, Kenneth and Bylle Walker Brown. Science Readings for Students of English as a Second Language With Exercises for Vocabulary Development. New York: McGraw-Hill 184 pp.

In this text, general science readings were selected and adapted for individual and classroom use by the intermediate student. Topics include science education, biology, chemistry, earth sciences, engineering, mathematics, oceanography, physics, and space exploration. To an assumed vocabulary of 3,500 words, 700 new terms are added; each term is footnoted and in some cases illustrations are used. Exercises at the end of each chapter test the understanding of the text material as well as reinforce the learning and retention of vocabulary. (NYS Bibliography)

1,097 Croft, Kenneth and E.P. Croft.(eds.). Graded Readers for ESL. Englewood Cliffs, New Jersey: Prentice-Hall. 1962.

1,098 Crowell, Thomas Lee, Jr. *Index to Modern English*. New York: McGraw-Hill 1964.

Grammatical explanations for upper high school and college age students.

1,099 Crowell, Thomas Lee, Jr. *Modern English Workbook*. New York: McGraw-Hill. 1961.

Designed for upper high school or college age students.

1,100 Crowell, Thomas Lee, Jr. *Modern Spoken English*. New York: McGraw-Hill. 1961.

Designed for upper high school or college age students.

1,101 Da Cruz, Daniel. *Men Who Made America*. New York: Thomas Y. Crowell Company. 1962.

A collection of brief biographies of famous men in the history of the United States. Vocabulary and syntax are controlled, and there are accompanying exercises. (Hefferman-Cabrera)

1,102 Davis, A.L. *Diagnostic Test for Students of English as a Second Language*. New York: McGraw-Hill.

This examination, consisting of 150 multiple choice questions, tests the student's understanding of English structure and idiomatic vocabulary. The test is easy to administer and score. A one page answer sheet with carbon tissue and underlay is used by the student; the instructor scores on the second sheet which compares the correct answer to the student's answer. (NYS Bibliography)

1,103 D[illegible], Luisa V. *It Takes All Kinds of People*. Dade County Public Schools. Miami, Florida. 1971. 13 pp.

This is a course in English as a second language designed to make students further understand cultural differences and to accept and adjust to environmental changes in conflict with their own culture without damage to their self-image or that of their culturally different parents in a pluralistic society. Students are to discuss, according to specified performance objectives, read, and write about cultural differences and different culture groups in the community using controlled language patterns. Linguistic difficulties caused by "going to" "will," "be," and "do" are treated in several exercises. A list of resource materials is provided.

1,104 Dixson, Robert J. American Classics. New York: Regents Publishing Company. 5 volumes at $1.00 each.

Ten classics of American literature graded according to vocabulary level and divided into sections suitable for a single class period. Comprehension and vocabulary exercises accompany each reading section, and drills are provided for idioms, spelling, and grammar. Titles: (1) The House of Seven Gables, (2) Moby Dick, (3) Murders in the Rue Morgue and The Gold Bug, (4) The Pathfinder, (5) The Outcasts of Poker Flat, The Luck of the Roaring Camp, (6) The Hoosier Schoolmaster, (7) The Portrait of a Lady, (8) The Rise of Silas Lapham, (9) Huckleberry Finn, and (10) The Red Badge of Courage. (catalog)

1,105 Dixson, Robert J. Complete Course in English. New York: Regents Publishing Company (revised edition).

Comprehensive course designed for high school or college. Books 1 and 2 offer an intensive course in basic English, emphasizing the forms of American spoken English and practicing these forms in dialogues, grammar drills, and reading and conversation exercises. Also includes work on pronunciation and anecdotes. Books 3 and 4 cover additional grammatical points, but place greater emphasis on reading and conversation. Cultural setting: New York City.

Price (1972): Books 1-4 @ $1.25 ea.; Tapes (7" reels) @ $70.00/book.

(Books 1 and 2 also available in Spanish/English edition under the title Curso completo de inglés. (catalog)

1,106 Dixson, Robert J. Curso completo de inglés: libros 1 and 2. New York: Regents Publishing Company. $1.25 ea.

Contains the same material as Complete Course in English, Books 1 and 2 except that all grammar rules and explanations are presented in Spanish. It is recommended that those using these books continue their studies with books 3 and 4 of the all English series. See entry under English title for additional information. (catalog)

1,107 Dixson, Robert J. Easy Reading Selections in English. New York: Regents Publishing Co. (rev. ed.).

Contains short stories by authors such as O. Henry, Poe, and Hawthorne, simplified and adapted for intermediate and advanced students. Each story is divided into sections suitable for a single class period and is followed by questions and exercises for conversational practice. This book may serve as a sequel to Elementary Reader in English, by the same author.

Price (1972): $1.50 (catalog)

1,108 Dixson, Robert J. Elementary Reader in English. New York:
Regents Publishing Company. (rev. ed.).

An easy reader containing interesting short stories, articles, and anecdotes, adapted and simplified for the beginning student. Limited to a vocabulary of approx. 1,000 words, it may be used as early as the end of the first six months of English study. Each reading selection is followed by exercises in comprehension, conversation, and vocabulary. This is the first in a series of three readers. The second and third in the series are Easy Reading Selections in English and Modern Short Stories in English.

Price (1972): $1.50 (catalog)

1,109 Dixson, Robert J. El inglés en acción. New York: Regents
Publishing Company. $0.50.

Basic course in English for students whose native language is Spanish. All instructions, explanations, and notes are in Spanish. Places main emphasis on the oral aspect of learning English without sacrificing practice in basic grammar principles. (catalog)

1,110 Dixson, Robert J. English in Action, New York: Regents
Publishing Company.

Offers a basic course with emphasis on spoken English. Pictures used for vocabulary development and comprehension. Simple explanations, easy reading selections, exercises and opportunities for constant review.

Price (1972): Book/$1.25 ea. (catalog)

1,111 Dixson, Robert J. Essential Idioms in English. New York:
Regents Publishing Company.

Contains approximately 600 high-frequency idioms and gives definitions, illustrations, example sentences, and practice exercises in each lesson. The book is divided into elementary, intermediate, and advanced levels, each with a review lesson. An appendix gives the Spanish, French, and German equivalents for every idiom.

Price (1972): $1.50 (catalog)

1,112 Dixson, Robert J. Everyday Dialogues in English. New York:
Regents Publishing Company, (rev. ed.)

A book in advanced conversation, with drills and exercises, designed to acquaint the student with the vocabulary and idiomatic forms used in a wide variety of circumstances. Each dialogue is accompanied by questions for conversation practice, vocabulary drills, and sentence construction exercises.

Price (1972): $1.50 (catalog)

1,113 Dixson, Robert J. Exercises in English Conversation. New York: Regents Publishing Company, (rev. ed.)

Two-book series in conversational English using the direct method and introducing grammar through conversation practice. Each lesson is divided into three parts: a dialogue, or short reading, oral exercises, and a review. Lessons are graded according to vocabulary and grammar. This series is coordinated with the author's Tests and Drills in English Grammar.

Price (1972): Book 1 (beginning/intermediate) and Book 2 (intermediate/advanced) @ $1.25 ea. (catalog)

1,114 Dixson, Robert J. Graded Exercises in English. New York: Regents Publishing Company.

Defines each grammatical principle and presents each part of speech in its different forms. Also deals with special difficulties of structure, usage and punctuation. Abundant exercises arranged in topical form.

Price (1972): Book @ $1.50 ea. (catalog)

1,115 Dixson, Robert J. Modern American English Series, New York: Regents Publishing Co. (revised edition).

Six-level series for secondary ESL program. Each book is a controlled and integrated step toward conversational fluency, writing proficiency, and reading comprehension. Emphasis on oral competency and careful control of sentence patterns and vocabulary. Extensive pattern practice on all structures. Book (1) introduces basic vocabulary and grammatical structures; readings in form of dialogues and anecdotes; (2) reviews patterns from first level and introduces more complex forms; (3), (4) and (5) continue building more complex forms and progressively advanced reading selections. (6) short articles, stories, conversation exercises, and grammar review.

Price (1972): Books 1-6/$1.75 ea.: Workshops 1-6/$1.00 ea.; Tapes (reels or casettes)/$75.00 per book. Posters (20" x 24", color): in preparation. (catalog)

1,116 Dixson, Robert J. Modern Short Stories in English. New York: Regents Publishing Company, (rev. ed.).

Contains seventeen short stories written by well-known authors and only slightly adapted for use by advanced students. Each story is only four or five pages long and can easily be studied within one or two class periods. Comprehension questions, sentence construction exercises, and vocabulary practice follow each story. This book is the third in a series which includes Elementary Reader in English and Easy Reading Selections in English, both by the same author.

Price (1972): $1.50

1,117 Dixson, Robert J. Oral Pattern Drills in Fundamental English. New York: Regents Publishing Company.

Source of pattern drills on every major aspect of English grammar. The table of contents is arranged alphabetically according to grammatical categories. May be used as a classroom text or as a language laboratory supplement for any basic course.

Price (1972): text at $1.00, tapes and text at $60.00 (catalog)

1,118 Dixson, Robert J. Practical Guide to the Teaching of English as a Foreign Language. New York: Regents Publishing Company. 1960. $1.00.

Suggestions on classroom procedures based on author's experience as a teacher and textbook writer. Chapters on general principles and the teaching of grammar, conversation, reading, vocabulary and pronunciation. Bibliography of author's materials. (NYS Bibliography)

1,119 Dixson, Robert J. Practice Exercises in Everyday English. New York: Regents Publishing Company.

Designed for advanced students in third or fourth year of study. Provides a review of fundamental grammar while introducing and drilling more advanced material. Explanations precede each exercise and an index to all grammatical rules.

Price (1972): Book at $1.75 ea. (catalog)

1,120 Dixson, Robert J. Regents English Workbooks. New York: Regents Publishing Company.

Contain exercises in grammatical structure, idiomatic usage, vocabulary building, pronunciation, spelling and punctuation. Each page of this series is a lesson a single feature of English, and intensive exercises follow each concise explanation. Adaptable to most any basic course. Book 1: elementary/intermediate; Book 2: intermediate/advanced; Book 3: advanced.

Price (1972): Workbooks 1-3 at $1.25 ea. Teacher's key free with class order. (catalog)

1,121. Dixson, Robert J. Second Book in English, New York: Regents Publishing Company, (revised edition).

Continues work of Boggs and Dixson's Beginning Lessons in English. Designed for intermediate students. In combination with first book, covers all essential grammar, vocabulary, and sounds of English language. Introduces new vocabulary; extended reading, conversational and pronunciation exercises; and additional grammar practice.

Price (1972): Book/$1.50 ea. (catalog)

1,122. Dixson, Robert J. Tests and Drills in English Grammar, New York: Regents Publishing Company (revised edition).

Companion volumes to Exercises in English Conversation, but may be adapted to other programs. Emphasizes the acquisition of correct usage through drill and repetition. Each lesson contains a brief explanation. Each lesson contains a brief explanation of grammatical structure followed by a variety of practice exercises. Price (1972): Books 1 and 2 at $1.25 ea. (catalog)

1,123. Dixson, Robert J. The U.S.A. Two volumes. New York: Regents Publishing Company. 1959-60.

Designed to give simple, readable information about geography, history, people, events, customs, and ideals of the United States. Each book is independent in content and contains exercises for conversation and discussion, comprehension and vocabulary review.

1,124. Dixson, Robert J. and Julio I. Andújar. Resumen práctico de la gramática inglesa. New York: Regents Publishing Company. $0.85.

A comprehensive compendium of English grammar and syntax designed for speakers of Spanish. Explains all elements of English construction with special emphasis given to difficulties most commonly encountered by Spanish-speaking students. All model English sentences appear with their Spanish equivalents. Includes sections on orthography, syllabification, and capitalization, a guide to the use of prepositions and conjunctions, and a list of irregular verbs. (catalog)

1,125. Dixson, Robert J. and Fox. Mi primer diccionario ilustrado de inglés. New York: Regents Publishing Company. $0.75.

A beginning word book for the very young Spanish-speaking student who is learning English. Each of 650 words included in this book is defined in three ways: (1) by means of the Spanish equivalent of the word; (2) by means of an illustration; (3) by means of a sentence in both Spanish and English that defines the word through use. (catalog)

1,126. Dorry, Gertrude Nye. Games for Second Language Learning. New York: McGraw-Hill. 64pp.

A collection of 72 games. Relieving the tedium of constant drill and practice, most of the games require a great deal of oral participation by the entire class. Each game is classified according to the aspect of the language that it emphasizes, the size and level of the group to which it is suited, and its type. Appropriate for students at various levels of maturity and language skill, they may be repeated from time to time with more advanced material. (NYS bibliography)

1,127. Dykstra, Gerald et al. A Course in Controlled Composition: Ananse Tales. New York: Columbia University Teachers College Press. 1966.

Composition practice for upper high school and college age students.

1,128. Eaton, Esther M. et al. Source Materials for Secondary School Teachers of Foreign Languages. Circular No. 788. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1966. (paper)

A partially-annotated reference list of representative materials for secondary teachers. Includes information on: aduiovisual aids, course outlines and guides, cultural aids from travel and information services, English as a foreign language, evaluation and testing, foreign language association journals, foreign language newspapers and periodicals, instructional aids, international understanding, language laboratories, linguistics, organizations offering professional services, professional references, programmed instruction, research, songs and dances, study, travel and exchange for students and teachers, textbooks, and vocational opportunities. (NYS bibliography)

1,129. Educational Attitude Survey. Healdsburg Union School District, California. Dissemination Center for Bilingual Bicultural Education, Austin, Texas. Washington, D.C.: Office of Education. September 1971. 11pp.
(ED 062 844)

This instrument was developed for use with parents of children participating in bilingual education programs. It seeks to determine parental attitudes toward education in general and toward using both Spanish and English to teach courses in public schools. Statements requiring parental agreement or disagreement appear in both Spanish and English. Techniques for administering the questionnaire are suggested along with possible uses of the information. (RIE)

1,130. Educational Services of Washington, D.C. Commercial Correspondence for Students of English as a Second Language. New York: McGraw-Hill 148pp.

A simple treatment of American business English for the intermediate student, this text is suitable for self-study, classroom, or office use. Lessons contain four sections: a presentation of types and parts of business letters and forms, a discussion of this material, grammar review, and exercises. A brief appendix provides abbreviations, irregular verbs, and a reference list of frequently used business terms. (NYS bibliography)

1,131. Educational Services of Washington, D.C. Reading Selections for Students of English as a Second Language. New York: McGraw-Hill, 158pp.

Stories and articles from American magazines have been selected to provide an introduction to the American people and their customs. Rewritten for the intermediate student, complicated vocabulary and sentence construction have been eliminated, but common idiomatic expressions have been retained and footnoted. "Questions for Conversation" follow each selection. (NYS bibliography)

1,132. Educreative Systems, Inc. A Listening-Reading Program for Grades 1-6. Lexington, Massachusetts: D.C. Heath and Company.

A supplementary series designed to strengthen listening, reading and comprehension skills. One of the major aims of the program is to introduce children to new people and life-styles. Therefore, many of the stories deal with different ethnic groups and customs, placing emphasis on the positive contributions of these people. Other stroies deal with ideas and experiences more familiar to most children. Each grade level unit contains 6 records, 12 stories, response sheets, and a teacher's manual.(catalog)

1,133. Elkins, Robert J. and Christian Bruggemann. Comic Strips in the Teaching of English as a Foreign Language. Paper presented to a conference on the teaching of English, Kassel, West Germany, February 5-6, 1971. 20pp.
(ED 056 591)

1,134. English Around the World. Glenview, Illinois: Scott, Foresman and Company. 1970-71.

A three-level program in ESL for elementary school children, including a full level of aural-oral work before reading is introduced. The program includes Pupils' Skills Books, Teacher's Guidebooks, display cards, posters (level 1), word cards (levels 2 and 3), practice pads and test booklets, records, and tapes. See catalog for detailed description and prices of individual components. (catalog)

1,135. English Examination for Foreign Students: Including a Test of Non-Verbal Reasoning. Princeton, New Jersey: Educational Testing Services, 1947.

1,136. English Language Institute. ELI Achievement Series: Sentence Structure Examinations, A, B, and C. Ann Arbor, Michigan: Follett's Michigan Bookstore. Summer, 1972. $12.00/20 students.

An adjunct to Robert Krohn's grammar textbook, English Sentence Structure. The three 50-item, multiple-choice forms correspond to three progressive levels of achievement, and are designed to aid the teacher who wishes to evaluate his students' mastery of the material in the text. Punched scoring stencils, answer sheets and reusable test booklets for each test. (catalog)

1,137. English Language Institute. English Conversation Practices. Ann Arbor, Michigan: The University of Michigan Press. 130pp. $2.25

Part of An Intensive Course in English. Designed for use by intermediate and advanced students of ESL, primarily on the university level. The practices in it will help develop conversational ease. Modals, two-word verbs, time expressions, relative clauses, and many other sentence parts are emphasized. (catalog)

1,138. English Language Institute. English Pattern Practices. Ann Arbor, Michigan: The University of Michigan Press. 3rd rev. ed. 362pp. $2.95.

Part of An Intensive Course in English. Designed primarily for foreign students on the university level. This text develops the automatic use of English patterns. Includes a picture sequence exercise that can be used by teachers for class drill or by students for home study. (catalog)

1,139. English Language Institute. English Pronunciation. Ann Arbor, Michigan: The University of Michigan Press. 2nd rev. ed. 212pp. $2.95.

Part of An Intensive Course in English. Designed primarily for foreign students on the university level. Stresses not only the pronunciation of English sounds but also their recognition, utilizing the following three methods: imitation, articulatory description, and comparison with the nearest sound in Spanish. (catalog)

1,140. English Language Institute. English Sentence Structure. Ann Arbor, Michigan: The University of Michigan Press. 320pp. $3.25.

Part of An Intensive Course in English. The successor to the well-known English Sentence Patterns of Lado/Fries. Tapes available. Designed for foreign students on the university level. (catalog)

1,141. English Language Institute. An Intensive Course in English. Ann Arbor, Michigan: The University of Michigan Press. 5 volumes.

A well-known course developed under the direction of Charles C. Fries and Robert Lado which applies the advances of structural linguistics and language-learning psychology to all areas of language teaching. Titles: (1) English Sentence Structure, (2) English Conversation Practices, (3) English Pattern Practices. (4) English Pronunciation, and (5) Vocabulary in Context. See individual titles for details. Primarily designed for foreign students on the university level. (catalog)

1,142. English Language Institute. Michigan Test of Aural Comprehension: Forms 1, 2, and 3. Ann Arbor, Michigan: Follett's Michigan Bookstore. Spring, 1972. $60.00/100 students.

Designed to measure a subject's understanding of spoken English. Three 90-item forms, equivalent in level of difficulty and content, use the same test booklet and answer sheet. The student hears either a statement or question and responds by indicating the appropriate written choice. Magnetic tapes, punched scoring stencils, answer sheets and reusable test booklets. (catalog)

1,143. English Language Institute. Placement Test. Ann Arbor, Michigan: Follett's Michigan Bookstore. Summer, 1973. $70.00/100 student-.

This is a non-diagnostic, objectively scored test designed for quick placement of students into homogeneous ability levels. It contains problems of listening comprehension, grammar in context, vocabulary recognition, and reading comprehension of sentences. Punched scoring stencil, magnetic tape, answer sheets and reusable test booklets. (catalog)

1,144. English Language Institute. Vocabulary in Context. Ann Arbor, Michigan: The University of Michigan Press. 206pp. $3.25.

Part of An Intensive Course in English. Designed primarily for foreign students on the university level. Develops skill in using vocabulary in everyday situations. The student progresses from simple conversation to dialogue involving specialized words and usage. (catalog)

1,145. English Language Services, Inc. Collier-Macmillan English Readers. 21 volumes. New York: Collier-Macmillan. 1965-68.

A series of 21 graded readers progressing in vocabulary level from 500 to 4,000 words. (Hefferman-Cabrera)

1,146. English Language Services. Drills and Exercises in English Pronunciation: Consonants and Vowels. New York: Collier-Macmillan International. 1966-67.

Provides basic drill material on all the individual sounds and the more important combinations of sounds in the English sound system. A table of symbols is provided, and any unusual spellings are given in phonemic symbols. There is a spelling and pronunciation aid section in the back of the book. Tapes available. Designed for upper high school and college age students. (catalog)

1,147. English Language Services. Drills and Exercises in English Pronunciation: Stress and Intonation: Part I. New York: Collier-Macmillan International. 1966-67.

Introduces word and word combination stress, and the study of intonation in ordinary speech patterns. A system of stress marking and intonation patterns is introduced, and completely marked practice dialogs are included. Tapes available. Designed for upper high school or college age students. (catalog)

1,148. English Language Services. Drills and Exercises in English Pronunciation: Stress and Intonation: Part II. New York: Collier-Macmillan International. 1966-67.

Provides practice drills concerned mainly with non-emphatic phrase stress, and phrase stress and intonation for contrast and emphasis. Practice material is given through marked dialogs, readings, anecdotes, speeches, and poetry. The speeches and poems are read on the accompanying tapes by their authors. Designed for upper high school or college age students. (catalog)

1,149. English Language Services. English Grammar Exercises. New York: Collier-Macmillan International. Three volumes.

Provides intensive practice with the basic structure patterns of English for secondary school or adult learners. Since these books are intended primarily to supplement a basic text, grammar explanations are limited to the inclusion of instructions and an example or two at the beginning of each exercise. Exercises are useful for homework assignments as well as oral drill. A progression in difficulty from the beginning of Book 1 through the end of Book 2 is suitable for use with basic elementary-to-intermediate language courses. Book 3 is designed for advanced students and is based on a progression in difficulty with respect to the treatment of individual grammatical points. (catalog)

1,150. English Language Services. English 900. New York: Collier-Macmillan, 1964-65. (paper) (Thirteen volumes)

A basic instructional series for adults, consisting of six textbooks, six workbooks, a teacher's manual, and 180 tapes. The course is based on 900 English utterances, ranging from greetings to quite complex sentences. Each lesson includes a number of basic utterances, intonation practice, questions and answers, verb study, substitution drills, conversation and exercises. Keys to the exercises are provided. The workbooks are programmed for self-study. The Teacher's Manual contains each unit's grammar and a general word index indicating in which textbook each word occurred first. Readers supplement to texts: Collier-Macmillan English Readers. Tapes. (NYS bibliography)

1,151. English Language Services. English Teaching Kit. Rockville, Maryland: English Language Services, Inc. $25.00.

Developed as an aid to the non-professional who becomes involved in teaching ESL, and who needs immediate and practical guidance. Includes 4 booklets, a color filmstrip, 2 tapes and a sample proficiency test. Covers general approaches and techniques of second language teaching and stresses a number of the problems inherent in teaching English to non-native speakers. The sound system of English and the English structure are also covered, as well as methods of teaching using oral-aural approaches. (catalog)

1,152. English Language Services. English This Way. New York: Macmillan 16 vols. 1963-65.

A 6-year course in ESL for secondary schools (uses 2 books for each year). Books 1-6 emphasize spoken language, with more extensive comments on grammar appearing in Books 7-8 and exercises on vocabulary and composition predominating in Books 9-12. New structures and vocabulary are introduced in dialog and pattern sentences, with practice provided by substitution, completion, conversion, and question-answer exercises. Teacher's manuals and keys to exercises in separate volumes. (CAL bibliography)

1,153. English Language Services. Intensive Course in English. Rockville, Maryland: English Language Services, Inc.

A four level course designed for secondary schools or adult programs on the intermediate or advances levels using an aural-oral approach with dialogs, basic sentences, repetition drills, and reading and comprehension materials. The intermediate level includes 30 lessons. Advanced levels 1 and 2 contain 50 lessons each. The fourth level - Specialized Studies - prepares foreign students for undertaking university studies. It includes reading passages, dialogues, and introductory training in note taking, outlining, and preparing research papers.

Prices (1972): text (first 3 levels) @ $1.65 ea. (level 4) @ $1.35 ea. tapes (level 1) $67.50 Levels 2 and 3 $112.50 (level 4) $45.00. (catalog)

1,154. English Language Services. The Key to English. New York: Collier-Macmillan International.

Designed for students at the intermediate and advanced level, these 10 paperbound books focus on major aspects of grammar and usage, bringing mastery of the most difficult areas of the language within easier reach. Each book is concerned with one specific subject and contains expositions, examples, drills, and exercises with answers. The series can be used for independent study or as supplementary and reference material in the classroom. It is also suitable for use in courses developed for students who have completed their work with a basic text. Although not restricted, the vocabulary is generally on the intermediate level. See Separate entries for each of the 10 books. (catalog)

1,155. English Language Services. The Key to English Adjectives 1. New York: Collier-Macmillan International. 1965, 94pp.

Rejects as inadequate and confusing the traditional concept of a "word that modifies a noun." Follows modern structuralist methodology instead, placing emphasis on syntax. Treats the basic use of the adjective and its most closely associated structures such as intensifiers, constructions with for and to, adjectival clauses, and word order. Also discusses the definite article, the possessive pronoun and other noun determiners. (catalog)

1,156. English Language Services. The Key to English Adjectives II. New York: Collier-Macmillan International. 1965.

Includes sections on the comparison of adjectives, the study of derrivational affixes, problems in distinguishing true adjectives from related adjective-like structures, and idiomatic uses of adjectives. (catalog)

1,157. English Language Services. The Key to English Figurative Expressions. New York: Collier-Macmillan International.

Includes more than a thousand expressions chosen because of their frequency of occurrence in both literary and colloquial usage. Arranged alphabetically, each is accompanied by a definition and an example. Especially useful because these expressions are not ordinarilly found in dictionaries or classroom texts. (catalog)

1,158. English Language Services. The Key to English Letter Writing. New York: Collier-Macmillan International. 1966. 76pp.

Ten lessons discuss the different types of letters, describe the different parts of a letter, set forth some general rules on composition and mechanics, and give samples and practical exercises. Particular attention is given to business correspondence but guidance is also offered on other types of letters such as applications, invitations and cables. (catalog)

1,159. English Language Services. The Key to English Nouns. New York: Collier-Macmillan International. 1965 106pp.

Thirteen lessons discuss noun forms and their use in sentences, treating such aspects as nouns with irregular plurals, mass and count nouns, and agreement of subject and verb. Also discusses pronouns and the rules governing their replacement of nouns. Includes drills and exercises. (catalog)

1,160 English Language Services. The Key to English Prepositions I. New York: Collier-Macmillan International.

Fourteen lessons present in context the most important and frequently encountered meanings of the common prepositions. Sometimes the context consists of a single sentence, but there are also consecutive reading selections and short conversations. Exercises of various kinds and several tests for check-up use have been provided. Includes discussion of one-, two-, and three-word prepositions (e.g. in, out of, in front of). (catalog)

1,161. English Language Services. The Key to English Prepositions II. New York: Collier-Macmillan International. 88pp.

The choice of the right preposition often seems quite unpredictable and the student must familiarize himself with a great many phrases. Several hundred idiomatic usages of prepositions are presented in this book. Lessons include short expository statements, exercises and tests. A detailed index is provided, arranged according to the noun if it is the noun that determines the choice of preposition. (catalog)

1,162. English Language Services. The Key to English Two-Word Verbs. New York: Collier-Macmillan International. 132pp.

The two-word verb consists of a verb and adverb (or preposition), with or without a following noun object. In this book, two-word verbs are classified as "separable" and "inseparable" and they are distinguished from ordinary combinations of verbs and prepositions. The 14 lessons in this book contain exercises and drill material including practice with intonation patterns. A glossary about 400 two-word verbs is included. (catalog)

1,163. English Language Services. The Key to English Verbs. New York: Collier, Macmillan International.

This ten lesson book covers the verb and the verb phrase; the meanings of the various verb structures (often called "tenses"); and a number of verbal idioms. Special verb problems, such as be, do and have are treated separately because their grammar is so different from that of ordinary verbs. One appendix lists forms of irregular verbs and another gives examples of archaic verb forms. Lessons provide dialogues, practice sentences and exercises. (catalog)

1,164. English Language Services. The Key to English Vocabulary. New York: Collier-Macmillan International. 1965, 125pp.

Designed to bridge the gap between elementary and more advanced word levels. All lessons include practice and text exercises. Also included is a 2,000 word list prepared for ESL students, and lists of suffixes and prefixes. (catalog)

1,165. English Language Services. Reading and Conversation for Intermediate and Advanced Students of English. Rockville, Maryland: English Language Services, Inc. Two volumes.

Provides practice in both literary and coloquial styles of English. The 20 lessons in each volume also include vocabulary drills, writing exercises and punctuation practice. Volume 1: geography, history, holidays, government, education, American speech, transportation and communications. Volume 2: architecture and housing, food and drink, entertainment, sports, vacation, American cities, country living, art and music, and American literature.
Price (1972): text at $2.75 ea. tape at $45.00/volume. (catalog)

1,166. English Language Services, Inc. Special English. New York: Collier-Macmillan International. 15 volumes.

A series of 15 books for intermediate level students to aid them in acquiring the specialized vocabulary and understanding of terms commonly used in professions such as medicine, aviation, engineering, banking, international trade, agriculture, and journalism. Each book is divided into a number of lessons containing dialogues, readings, word studies, and exercises. Accompanying tapes provide practice in comprehension, pronunciation and intonation. All books were prepared in cooperation with experienced specialists in the relevant fields. (catalog)

1,167. English Language Services. Technical English Tape Library. Rockville, Maryland: English Language Services, Inc.

Designed to furnish study materials for students of English who need to learn terminology peculiar to specialized areas of study such as: (1) agriculture and natural resources, (2) industry and mining, (3) transportation, (4) labor, (5) health and sanitation, (6) education, (7) public safety and administration, (8) community development and social welfare, and (9) general and misc. topics. Each lesson module is identified by the approx. Pedagogical level, specific learning activity, and a lesson title. Useful as a language laboratory resource.

Price (1972): Tapes at $4.90 ea. Complete set at $515.00. (catalog)

1,168. Erazmus, Edward and Harry Cargas. English as a Second Language: A Reader. Dubuque, Iowa: William C. Brown. 1970.

Reader for upper high school or college age students.

1,169. Ethnic Studies Elective Resource Bulletin. Junior High School. Intermediate School; High School. July 1970. Includes "The Puerto Ricans." pp. 109-126.

1,170. Feeney, Joan V., Comp. Chicano Special Reading Selections 1972. 72p. (ED 065 255)

1,171. Feigenbaum, Irwin. English Now. New York: New Century. 1971.

An oral language program developed through ESL research and methodology for Black students who speak non-standard informal English. Based on the premise that social situations determine "appropriate" language usage. Its main objective is to teach students an alternative way of speaking by concentrating on certain features of grammar and pronunciation that distinguish formal English from Black informal English.

Price (1972): Write and See Student Workbooks 5/$9.90 teacher's manual $1.98, tapes (reels) $117.00 (cassettes) $63.00 (catalog)

1,172. Filep, Robert T. and Others. Voluntarias De Sesame Street: Manual Para Conducir Las Sesions "Sesame Street" Con Niños De Edad Pre-Escolar. Institute for Educational Development, El Segundo, California. New York, New York: John and Mary R. Markle Foundation. July 28, 1971. 50pp.
(ED 057 897)

1,173. Finkel, Lawrence S. and Ruth Krawitz. Learning English as a Second Language. (from the Phillipine Center for Language Study), Dobbs Ferry, New York: Oceana Publications, Inc. 1970-1971.

A series of workbooks for ESL on six levels. These workbooks are for classroom use and cover six levels of instruction, beginning with an essentially auditory approach, then moving on to writing and reading. The lessons are sequential and presented in a manner to establish a foundation on which to build and expand necessary skills in reading, writing and speaking. Pupil interest is stimulated through involvement in classroom dialogues and activities.

Cultural content drawn mostly from the Phillipines.

Primary Use: Elementary Levels. (Oceana catalog)

1,174. Finocchiaro, Mary. English as a Second Language: From Theory to Practice. New York: Regents Publishing Company. 1964. $1.95. (paper). 143pp.

Designed for beginning and advanced teachers. Presents background reading for language learning and teaching, based largely on author's experience. Includes suggestions for preparing curriculum, developing language skills, materials, techniques and testing. (PREP on B.E. rev.)

1,175. Finnochiaro, Mary. Learning to Use English. New York: Regents Publishing Company.

Levels: upper elementary, secondary or college. Audio-lingual course stressing balanced achievement in the full range of language skills. Wide variety of graded exercises based on common spoken English. Each lesson emphasizes the interrelatedness of language skills and progresses through a four-phrase sequence of listening, speaking, reading and writing. Very comprehensive teacher's manual.

Price (1972): Books 1 and 2 at $1.75 ea.; Teacher's manual at $2.50; Tapes (7" reels) at $55.00/set. (catalog)

1,176. Finocchiaro, Mary. Let's Talk, New York: Regents Publishing Company.

Book of dialogues designed for maximum textbook flexibility. Dialogues present patterns of everyday spoken English designed to reinforce grammatical structures, practice pronunciation and intonation, and increase conversational fluency. Progresses from simple to complex speech patterns. Includes pattern practice exercises within the dialogues.

Price (1972): Book at $1.75 ea. (catalog)

1,177. Finocchiaro, Mary. Teaching Children Foriegn Languages. McGraw-Hill. 1964.

Non-technical guide with specific examples of tested classroom procedures. Includes chapters on techniques, teacher attitude, development of language skills, making teaching effective, and the preparation and adaptation of materials. Bibliography and glossary of useful terms. (NYS bibliography)

1,178. Finocchiaro, Mary and Michael Bonomo. The Foreign Language Learner: A Guide for Teachers. New York: Regents Publishing Company. $3.95.

A comprehensive professional guide in the field of foreign or second language learning. Includes topics such as determining beginning proficiency levels, planning the curriculum, classroom utilization of teaching materials, and ways of evaluating student achievement and teaching efficiency. Useful as a reference book or for teacher training. (catalog)

1,179. Finocchiaro, Mary and Lavenda. Selections for Developing English Language Skills. New York: Regents Publishing Company, (rev.ed.)

A workbook type publication suitable for intermediate and advanced students and designed to improve listening, reading, and writing skills. The book is divided into two major parts: listening comprehension and reading comprehension. The reading selections, followed by comprehension questions, may also be used in a variety of related activities described in the instructions to teachers and students.

Price (1972): $1:50. (catalog)

1,180. Fisher, and Dixson, Robert J. Beginning Lessons in English. New York: Regents Publishing Company (revised edition).

A text for beginners. Emphasizes conversation and pronunciation; covers grammar through pattern practice rather than rule memorization. Frequent re-entry and review exercises. Each lesson consists of three parts: pronunciation, grammar exercises, and conversation practice.

Price (1972): Book/$1.50 ea. (catalog)

1,181. Francis, W. Nelson. The Structure of American English. New York: The Ronald Press. 1958.

Intended for a one-semester course in the English language for prospective teachers. Attempts to synthetize "current linguistic knowledge, especially as applied to present-day American English." (Hefferman-Cabrera)

1,182. Friend, Jewell A. Writing English as a Second Language. Glenview, Illinois: Scott, Foresman. 1971.

Composition practice for upper high school or college age students.

1,183. Fuller, H.R. and F.F. Wasell. Advanced English Exercises. Saxon Series in ESL. New York: McGraw-Hill.

Offers the opportunity for drill in and mastery of the English language for students who have thoroughly grasped the fundamentals. 253 grammar, vocabulary, and pronunciation exercises comprise the text. The material is interrelated in the belief that learning a language is the acquisition of habits, not merely the learning of rules. (NYS bibliography)

1,184. Gibson, Christine and I.A. Richards. First Steps in Reading English. 4 vols. New York: Washington Square Press. 1959.

Introduction to reading for beginners. Graded for letter-intake and vocabulary of about 316 words. Stick drawings illustrate meanings. (Hefferman-Caberea)

1,185. Grindell, Robert et al. American Readings. Saxon Series in ESL. New York: McGraw-Hill.

A text for the upper-intermediate ESL student, designed primarily to develop English language skills adequate for study of college subjects in English. Features 15 short selections by such distinguished American writers as Mark Twain, Jack London, Washington Irving, and O. Henry. Many of the themes are humorous, and they range from the philosophical to the factual. Intensive study of this book should increase the student's ability to reproduce the most complicated vocabulary and structure accurately. (NYS bibliography)

1,186. Guerra, Manuel H. and Others. Listing of Resource Material Concerned with the Spanish-Speaking. Olympia: Washington State Office of Public Instruction. Washington, D.C.: Office of Education. June 1971. 37p.
(ED 059 830)

An enumberation of teaching-learning resources pertaining to Spanish-speaking groups in America, this publication contains a 40-item selected bibliography on Mexican Americans, a list of 150 sources of general information, over 60 citations of selected materials, and a 28-item list of migrant education materials. The resources cited encompass children's and adults' books, meetings. periodicals, audiovisual aids, educational opportunities, organizations, and Federal programs concerned with the Spanish-speaking, bibliographies articles, speeches, and textbooks. Some of the bibliographic citations are annotated. Also included is an article on the language-instruction programs for Spanish-speaking learners in California, as related to intergroup relations. (RIE)

1,187. Hall, Eugene J. Basic Literacy Series: Reading Improvement for Adults. New York: Regents Publishing Company. 6 volumes $1.25 ea.

Series designed to teach literacy, reading improvement, and other communication skills to adults. The graded selections describe everyday situations and activities, and include such special areas as application forms and letter writing. Titles: (1) Sounds and Syllables, (2) The Signs of Life, (3) A Handful of Letters, (4) The Food We Eat, (5) How Government Works, and (6) Making Government Work for You. (catalog)

1,188. Hall, Eugene J. Building English Sentences, New York: Regents Publishing Company.

Series of workbooks designed to help student synthesize basic sentence patterns into unified speech. Can be used individually or collectively as a supplement to almost any English course. Deals with the formation of sentence patterns, providing graded oral and written exercises proceeding from basic patterns to more complex syntactic structures. Topics include: (1) Sentences with be (2) One-word verbs, (3) Two-word verbs, (4) Verbals, (5) Adverbs, (6) Alternatives in Building English Sentences, (7) Building Complex English Sentences, and (8) Adjectives in separate books.

Price (1972): Books 1-7 at $1.00 ea.; Book 8: in preparation. (catalog)

1,189. Hall, Eugene J. Estudios del inglés: intermedio-avanzado. New York: Regents Publishing Company. $1.50.

Identical to Practical Conversation in English for Intermediate Students with a corresponding translation in Spanish on facing pages of all dialogues, sentences for practice, and idiomatic expressions. See entry under English title for additional information.

Price (1972): text at $1.50 records and text at $9.95 tapes and text at $28.00 casettes and text at $22.50. (catalog)

1,190. Hall, Eugene J. Practical Conversation in English for Beginning, Intermediate and Advanced Students. New York: Regents Publishing Company.

These three conversation books present English as it is actually spoken in homes, offices, and a variety of other situations. Each dialogue is built around one or more grammatical structures and is accompanied by exercises in comprehension, structure, stress, and intonation.

Price (1972): Books 1-3 at $1.50 ea. (catalog)

1,191. Hall, Eugene et al. Orientation in American English. Washington, D.C.: American Express Language Centers. 1970.

A series of 6 texts, 4 workbooks, 4 tapebooks, 3 readers, and 50 tapes or 24 cassettes designed for upper high school or college age students. (CAL bibliography)

1,192. Hall, Robert A., Jr. Linguistics and Your Language. 2nd Rev. ed. of Leave Your Language Alone. Garden City, New York: Doubleday. 1960.

A brief popular discussion relative to language and linguistics. Contains clear, non-technical statement of theories, principles, and methods. (Hefferman-Cabrera)

1,193. A Handbook for Teachers of English (Americanization - Literacy). rev. ed. Sacramento: California State Department of Education. 1967.
(ED 016 191)

1,194. Harding, Deborah A. and Others. A Microwave Course in English as a Second Language (For Spanish Speakers). La Jolla, California: Lingoco Corp. 1969. 257p.
(ED 035 876)

1,195. Harris, Arna S. and Allan C. Harris. "A Selected Bibliography of American Literature for TESOL. Part 1: The Novel; Part 2: The Short Story, Drama, Poetry." TESOL Quarterly. 1:3 (September, 1967), 1:4 (December, 1967). (Available as reprint from TESOL)

Annotated bibliography. (NYS bibliography)

1,196. Harris, David P. Reading Improvement Exercises for Students of English as a Second Language. Englewood Cliffs, New Jersey: Prentice-Hall, 1966. (paper)

For high-intermediate and advanced students. Part I consists of a diagnostic vocabulary test and a reading comprehension test (which covers both speed and comprehension) and gives suggestions for increasing vocabulary. Parts II-VII consist of exercises to increase speed in recognition and comprehension, first of words, then of sentences, paragraphs and whole compositions. Part VIII deals with scanning techniques. Part IX contains exercises to develop speed and accuracy in using a dictionary. Includes key to exercises and reading-time conversion table. (NYS bibliography)

1,197. Harris, David P. and Leslie A. Palmer. CELT: A Comprehensive English Language Test for Speakers of English as a Second Language. New York: McGraw-Hill. 1970.

Consists of test forms and examiner's books for listening comprehension, structure, and vocabulary, accompanied by a Technical Manual with descriptions of the tests and information on test statistics and norms. Suitable for high school students or older. Intended as a placement test but adaptable for use as a measurement of achievement as well. (CAL bibliography)

1,198. Hayden, R.E. et al. Mastering American English. Englewood Cliffs, New Jersey: Prentice-Hall. 1956. paper.

1,199. The Heath Reading Program (for grades 7-9). Lexington, Massachusetts D.C. Heath and Company. 1971.

A three-level reading program with tabloid-style format and contemporary themes designed to motivate reluctant readers. Though the stories deal with such specific topics as racial and ethnic prejudice, environmental problems, political assassinations, illegitimate births, and urban riots, the underlying themes express universal human interests and values. After-reading activities are am important feature of this program. Each grade-level kit contains 20 stories, 3 filmstrips, 4 records, a teacher's guide and duplicating masters for student activities. (catalog)

1,200. Hefferman-Cabrera, Patricia. Audio-Visual English. Collier-Macmillan International. 191.

Objective is to provide visual and oral support in the teaching of ESL. The materials carefully control structures and use vocabulary in context. Each set in the series consists of 10 color filmstrips, records or tapes, and a teacher's guide/script. The tapes contain the recorded script and sound effects while the teacher's guide/script includes each filmstrip script, explanatory notes to the teacher, and suggestions for using the materials. Each filmstrip treats a separate language topic. (catalog

1,201. Hill, L.A. and R.D.S. Fielden. Vocabulary Tests and Exercises for Overseas Students. London: Oxford University Press. 1962.

1,202. Hines, Mary Elizabeth. Skits in English as a Second Language. New York: Regents Publishing Company. 1972 (in preparation).

Combines pattern practice with role-playing. Consists of 36 carefully graded skits designed to reinforce basic structures. Vocabulary is rigidly controlled: in each skit, material beyond the structure being reinforced is kept to the absolute minimum. Each skit is followed by a variety of exercises. Enables the student to overcome his inhibitions and achieve free use of the target language by assuming various roles. (catalog)

1,203. Hirschhorn, Howard H. Spanish-English/English-Spanish Medical Guide (Guía médica español-inglés/inglés-español). New York: Regents Publishing Company. $1.00.

Presents words, phrases, and sentences, with their equivalents, bilingually to help communication between medical personnel and patients when one is Spanish-speaking and the other English-speaking. (catalog)

1,204. Hirschhorn, Howard H. Technical and Scientific Reader in English (Temas técnicos y científicos en inglés). New York: Regents Publishing Company. $1.75.

Non-graded reading selections drawn from a wide variety of technical and semitechnical writings (e.g. architecture, electronics, auto mechanics, agriculture, data processing, navigation, chemistry, television, etc.) designed especially for students who plan to take technical or scientific courses in American schools. Lexical items of a technical nature or with specialized contextual meanings are defined in Spanish in the margins. Exercises following each reading selection are based on comprehension, vocabulary, and conversation. (catalog)

1,205. Hocking, Elton. Language Laboratory and Language Learning. Monograph 2. Washington, D.C.: Department of Audio-Visual Instruction, National Education Association of the United States, (1964). (paper)

Discusses the language laboratory and developments that should aid language learning and teaching; a basic document in this area. (NYS bibliography)

1,206. Holland, B.F. and G. McDaniel. "Teaching Latin-Americans to Read by Means of Visual Aids." Texas Outlook. Vol. 26 (July 1942) pp. 20-22.

1,207. Hollander, Sophie. Impressions of the United States. New York: Holt, Rinehart and Winston. 1964.

A reading textbook for students at the intermediate-advanced level. The text is a series of letters written by newcomers with various backgrounds describing the individual's reaction to some aspect of the American scene. (Hefferman-Cabrera)

1,208. Imamura, Shigeo and James W. Ney. Audio-Lingual Literary Series. Boston: Blaisdell. 3 vols. 1969.

Structured readers for upper high school and college age ESL students.

1,209. Institute of Modern Languages. Contemporary Review Exercises. New York: Thomas Y. Crowell. 1967.

Grammar review exercises for upper high school or college age students.

1,210. Institute of Modern Languages. Contemporary Spoken English. New York: Thomas Y. Crowell. 5 vols. 1967-68.

Basic course for adult or secondary school beginners. Linguistically graded and controlled. Lessons are based on short dialogs, followed by pattern practice of various types. New Patterns are introduced in frames to emphasize structure. Occasional notes to students point out facts about the patterns, and how and where to use them. Later lessons include reading passages. Reaches high intermediate level. (CAL bibliography)

1,211. Institute of Modern Languages. Situational Reinforcement. Washington, D.C.: Institute of Modern Languages. 1967.

Course for beginners intended for college age or older students but usable in high school as well. Use-oriented rather than structure-oriented. Oral approach, controlled within each situation by question-response type of practice. Reading and writing introduced at beginning level. Course consists of 8 texts (5 general and one each on schools and universities, American politics and government, and style and usage); workbooks accompany first 4 texts; readers accompany levels 2-5; tapes and tapebooks for levels 1-5. (CAL bibliography)

1,212. Intergroup Relations in Teaching Materials: A Survey and Appraisal. Washington, D.C.: The Council. 1949. 231pp. Report of the Committee on the Study of Teaching Materials in Intergroup Relations of the American Council on Education.

1,213. Kane, John and Mary Kirkland. Contemporary Spoken English. New York: Thomas Y. Crowell Co. 1967. Six volumes.

1,214. Karp, T.B. et al. Principles and Methods of Teaching a Second Language: A Motion Picture Series for Teacher Training. A five-film series. New York: Teaching Film Custodians. 1962.

A series of films entitled: "The Nature of Language," "The Sounds of Language," "The Organization of Language," "Words and their Meanings," "Modern Techniques for Teaching Foreign Languages." A helpful base from which to loft preservice and inservice teacher training programs. (Hefferman-Cabrera)

1,215. Kennedy, Dora F. Mexican Americans: A Teaching and Resource Unit for Upper Level Spanish Students, to be Executed in Spanish or in English for Social Studies Classes, or Classes in Hispanic Cultures. Prince George's County Board of Education. Upper Marlboro, Maryland. 1971. 91pp. (ED 056 577)

1,216. Kenyon, J.S. and T.A. Knott. A Pronouncing Dictionary of American English. Springfield, Mass.: G. and C. Merriam Co. 1953.

Gives standard colloquial pronunciation of American English transcribed in the IPA. Records variant pronunciations when there are differences among educated speakers. Regional differences are also given. A handy reference book. (NYS bibliography)

1,217. King, Harold V. Irregular Verbs. Rockville, Maryland: English Language Services, Inc. $1.25.

A series of lessons with oral drills designed to give non-native English speakers an active oral command of all the important irregular verbs. Auxiliaries and a few of the commonest irregular verbs are reviewed first, then other verbs are covered in separate lists grouped together according to the way their principal parts are formed. (catalog)

1,218. King, Harold V. and Russell Campbell. An English Reading Test. Rockville, Maryland: English Language Services, Inc. $0.15.

A 30-minute test of reading ability accompanied by a detailed interpretation of scores. Designed as a scale for measuring reading skill over a wide range of ability. Especially useful as an aid in determining readiness to enter an American college or university. (catalog)

1,219. Kitchin, A.T. and V.P. Allen (eds.). Reader's Digest Readings: ESL. Books One through Four. Pleasantville, New York: Reader's Digest Services. 1963-64. paper.

1,220. Kreidler, Carol J. and Beatrice M. Sutherland. Flash Pictures - A Set of 252 Cards Used as an Aid to Teachers of English as a Foreign Language. Ann Arbor, Michigan: Follett's Michigan Bookstore. 1963.

Simple figures and drawings on 7" x 10" cards. Word families are catalogued by color for quick organization of drills. A four-page brochure gives examples of drills that may be constructed with the cards.

1,221. Kurilecz, Margaret. Man and His World: A Structured Reader. New York: Thomas Y. Crowell. 1969.

Structured reader for upper high school or college age ESL students.

1,222. Lado, Robert. Lado English Series: A Complete Course in English as a Second Language. New York: Regents Publishing Company.

Comprehensive course in ESL designed for use in high school or college on the beginning, intermediate and advanced levels. Each lesson presents patterns, first established by audio-lingual drills and simple explanations, then reinforced by speaking and reading exercises. Includes Practice in intonation, pronunciation, and writing. Graded presentations, continuous review and numerous illustrations.

Price (1972): Books 1-4/$1.75 ea.; Books 5-6/ in preparation; Workbooks 1-4/$1.00 ea.; Workbooks 5-6/ in preparation; Teachers Manual 1-3/$2.50; Posters (20" x 24", color) for books 1-3/$10.00; Tapes (reels or cassettes)/$75.00 per book. (catalog)

1,223. Lado, Robert. Language Teaching: A Scientific Approach. New York: McGraw-Hill, 1964. (paper) 239pp.

Presents a scientific approach to language teaching, including linguistic background, language learning, teaching techniques, testing, use of language laboratories and other aids, reading, writing, cultural content, literature, teaching machines and programmed learning. Contains many practical suggestions for language teaching. (NYS bibliography)

1,224. Lancaster, Louise. Introducing English, An Oral PreReading Program for Spanish-Speaking Primary Pupils (Ages 4-6). Boston: Houghton Mifflin Company, 1966. 294pp.

A 28-Unit oral program organized to give the child some understanding and command of spoken English before being introduced to reading. A basic speaking vocabulary of 500-600 words, used in meaningful sentence patterns, is presented in graded and controlled sequences. In addition to the text, which provides detailed, step-by-step directions to the teacher for each lesson, a file box of 316 picture cards and a set of 35 duplicating masters was also prepared for the course. (RIE abridged)

1,225. Landrum, Roger and Others. A Day Dream I Had at Night and Other Stories: Teaching Children How to Make Their Own Readers. Teachers and Writers Collaborative, New York, New York. New York State Council on the Arts, New York. (Contributions by children from PS 1 and PS 42 in New York City) 1971 131p. (ED 064 208)

1,226. Lawrence, Mary S. Writing as a Thinking Process. Ann Arbor, Michigan: The University of Michigan Press. 1972. $3.95.

Employs a cognitive approach to teaching composition, capitalizing on the student's ability to think inductively. The student is given data, and the relevant vocabulary, on a variety of interesting topics. He manipulates the data according to a sequence of logical relationships, making extrapolations and syntheses, and engaging in problem-solving. The writing process which he learns is generative and widely applicable. (catalog)

1,227. Lee, Mary Elizabeth. Learning to Learn English. Van Nuys, California: DFA Publishiers. 1971. Two volumes.

The vocabulary of each 256-page volume in this ESL program for adults includes topics relevant to the problems encountered by new immigrants - colors, numbers, money, addition, prices, traffic signs, time, daily routine, days of the week and months of the year, food, materials, styles, clothing, housing, furniture, credit and charge accounts, checking and savings accounts, telephone and postal services.

Price (1972): texts/$8.50 ea.; 6 tape cassettes at $36.50 per volume; Multi-media learning kit/$97.50 per volume. (catalog)

1,228. Lismore, Thomas. Welcome to English. New York: Regents Publishing Company.

Designed to teach ESL to young children: teaching basic skills, providing a solid foundation for future study, and inspiring confidence and interest. Emphasizes spoken English. Each lesson has a four-phase design: listening, speaking, reading, and writing. Illustrated in color.

Price (1972): Books 1-5 at $1.25 ea.; Tapes No. 1 at $12.00; No. 2-5 at $24.00 ea. (catalog)

1,229. Lorenz, Marian Brown. Patterns of American English: A Guide for Speakers of Other Languages. Dobbs Ferry, New York: Oceana Publications, Inc. 1971, 224pp.

This textbook is intended for students who have some knowledge of English but who need guidance and intensive structured practice in the speaking of the language. The emphasis is on the spoken form of standard American English. Lessons varied in content and format (e.g. questions about the students' lives, interests and hobbies; stories, dialogues, quiz programs, debates, exercises, etc.). Cultural items are United States centered. The book contains ten units and provides grammar lessons for at least a one semester course.

Primarily designed for senior high schools, universities and adult education programs. (catalog)

1,230. Mackey, Ilonka Schmidt. English 1: A Basic Course for Adults. Rowley, Massachusetts: Newbury House Publishers. 1972. $1.25.

A course for adults designed to: (1) give newcomers the English they require immediately on arrival in the U.S. (2) provide the basis for a more thorough study of English, and (3) be a remedial program for students whose knowledge of English fundamentals needs firmer footing. It includes a Teaching Manual detailing the oral work, which constitutes the core of the program, and a Learner's Book reinforcing the oral work through exercises, dialogues, and reading passages.

Price (1972): Learner's Book $1.25, Teaching Manual $3.95. (catalog)

1,231. Madrigal, Margarita and Ursula Meyer. Invitación al inglés. New York: Regents Publishing Company.

A complete course in beginning English with all instruction and explanations in Spanish. All basic English structures are introduced easily and gradually through examples and exercises. Vocabulary is introduced in context and reinforced by pictures.

Prices (1972): text at $1.50; records and text/$9.95; tapes and text $28.00; cassettes and text/$22.50. (catalog)

1,232. Maldonado et al. Tito (Beginning Reading in Spanish). Indianapolis, Indians: The Economy Company. 1972. $1.41.

This audio-readiness text for Spanish-speaking children is a dual purpose tool: (1) used prior to English language reading instruction, it teaches the concept of decoding; (2) used prior to basic Spanish language primers, it teaches the basic skills necessary for reading Spanish. The special significance of Tito is that it teaches vital transferable decoding essentials in the language in which the Spanish-speaking child is most comfortable. (catalog)

1,233. Marckwardt, Albert H. and Randolf Quirk. A Common Language. MLA-ACTFL Materials Center. 1964. 79pp. $2.50.

The script for 12 broadcasts over the Voice of America and the BBC. Lively discussion of the varieties of English spoken in different countries with the thesis that they are mutually understandable and equally good. (catalog)

1,234. Marquardt, William F. et al. English Around the World. Gleview, Illinois: Scott Foresman and Co., 1970. 4 volumes. 575pp.

Aural-oral program for teaching ESL/EFL in the primary grades. Provides an international context in which pupils are introduced to customs and styles from around the world. Course includes: (1) teachers' guidebooks with detailed instructions for lesson preparation and presentation; (2) pupils' skills books which present the lesson content; (3) posters, vocabulary developing display cards and word cards; (4) practice pad/test books containing exercise materials for pattern practice; and (5) record albums presenting conversations, songs, and patterns in a range of voices and regional variations. (RIE abridged)

1,235. Martin, Joseph F. Let's Speak English (adults). Los Angeles: The Last California Company. 1971.

A series of three text-workbooks that takes the adult learner from the introductory level to a functional fluency in English. These books are designed to be used as a basic textbook for level 1-6. Each lesson of each book contains practice in all four basic language skills, meaningful dialogues, substitution drills, a reading and comprehension exercise, sound drills, a writing exercise and a simple explanation of the grammar of each lesson.

Price (1972): text-workbook $3.00 ea.; cassettes (Book 1) $59.50, manual for Book 1 (Spanish) $1.50. (catalog)

1,236. Martin, Joseph F. Let's Speak English (children). Los Angeles: The Last California Company. 1971.

A text-workbook for children learning ESL with accompanying tapes. Each lesson contains practice in all four language skills, a simple and meaningful dialogue, substitution drills, a reading exercise, sound drills, and a simple writing exercise. The book contains a step by step, easy to follow lesson plan, some simple poems and games, as well as lessons designed to develop comprehension and listening skills.

Price (1972): text $1.50, tapes $11.95 (with text) (catalog)

1,237. Martin, Joseph F. Let's Speak Spanish. Los Angeles; The Last California Company. 1971.

A textbook-workbook for children from 3rd-6th grade who are studying Spanish for the first time or for those Spanish-speaking children who need to be taught to read and write in Spanish. Each lessson contains practice in all four language skills, one grammatical principle within the context of a dialogue, substitution drills, a reading exercise with a vocabulary list, and a simple writing exercise. The book contains a step by step, easy to follow lesson plan, some simple poems, songs and plays put in an easy to dramatize form.

Price (1972): text at $1.50; tapes and text at $11.95. (catalog)

1,238. Materials Acquisition Project. Vol. 1, No. 1. San Diego Schools California. Washington D.C.: Office of Education. February 1971 15p.
(ED 060 716)

1,239. Materials Acquisition Project. Vol. 1, No. 2. San Diego Schools, California. Washington D.C.: Office of Education. March 1971 16p.
(ED 060 717)

1,240. Materials Acquisition Project. Vol. 1, No. 3. San Diego Schools, California. Washington D.C.: Office of Education. April 1971 11p.
(ED 060 718)

1,241. Materials Acquisition Project. Vol. 1, No. 4. San Diego Schools California. Washington D.C.: Office of Education. May 1971 20p.
(ED 060 719)

1,242. Materials Acquisition Project. Vol. 1, No. 5. San Diego Schools California. Washington D.C.: Office of Education. June 1971. 19p.
(ED 060 720)

1,243. Materials Acquisition Project. Vol. 2, No. 1. San Diego Schools California. Washington D.C.: Office of Education. July 1971 20p.
(ED 060 721)

1,244. Materials Acquisition Project. Vol. 2, No. 2. San Diego Schools California. Washington D.C.: Office of Education. September 1971 16p.
(ED 060 722)

1,245. Materials Acquisition Project. Vol. 2, No. 3. San Diego Schools California. Washington, D.C.: Office of Education. October 1971. 20p.
(ED 060 723)

1,246. Materials Acquisition Project. Vol. 2, No. 4. San Diego Schools, California. Washington D.C.: Office of Education. November 1971 20p.
(ED 060 724)

1,247. Materials Acquisition Project. Vol. 2, No. 5. San Diego Schools, California. Washington D.C.: Office of Education. December 1971. 28p.
(ED 060 725)

1,248. Materials Acquisition Project. Vol. 2, No. 7. San Diego Schools, California, Washington D.C.: Office of Education. February 1972. 35pp.
(ED 064 967)

1,249. Materials Acquisition Project. Vol. 2, No. 8. San Diego City Schools, California. Washington D.C.: Office of Education. April 1972. 3 38pp.
(ED 065 004)

1,250. Materials Acquisition Project. Vol. 2, No. 8. San Diego Schools, California. Washington D.C.: Office of Education. 1972 59pp.
(ED 066 095)

1,251. Matus, Sue. Count and Mass Nouns. Santa Monica, California: Pyramid Films. 14 captioned filmstrips at $100.00/set.

Filmstrip titles: (1) Introduction to Count Nouns (2) Use of "a" and "an" (3) Use of "a" and "an" with singular and plural nouns (4) Singular and plural of count nouns (5) plural endings (exceptions) (6) Introduction to mass nouns (7) Plural comparison: count and mass nouns (8) Article comparison: count and mass nouns (9) Mass noun indicators (10) Much and many (11) A little and a few (12) Some, any, a lot of (lots of) (13) Mass nouns used as count nouns (14) Review test. (catalog)

1,252. Miami Linguistic Readers, 53 volumes. Experimental Edition. Boston: D.C. Heath, 1964-66. (paper)

An introductory reading course for non-English-speaking or cultural disadvantaged elementary school children, prepared under the aegis of the Ford Foundation and the Dade County (Florida) Public Schools. Linguistically structured and controlled, the material is designed to provide aural comprehension, speaking and writing practice as well as reading instruction, in a four fold language arts program in standard English. Consists of Pupil's Books (21 pre-primers, primers and readers); Seatwork Booklets (16 workbooks providing for writing practice); Teacher's Manuals (16 volumes providing specific guides for each step in each lesson); and "Big Books"; charts for language practice and special work on reading problems. Reading content and illustrations designed to appeal to young children. (NYS bibliography)

1,253. Michigan Oral Language Series: ACTFL Edition. MLA-ACTFL Materials Center. 1970. $50.00.

Structured oral language lessons for 4, 5, or 6 year old Spanish-background children, accompanied by evaluation and teacher-training materials. All items in the series are loose-leaf, held secure with paper bands. Descriptive catalog free. (catalog)

1,254. Michigan Oral Language Series: ACTFL Edition - Bilingual Conceptual Development Guide - Preschool. MLA-ACTFL Materials Center. 1970. 396pp. $7.50.

Designed for the 4 year old, provides activities to introduce basic English language patterns and sounds. Activities focus on basic intellectual skills introduced in Spanish and then reinforced in English. Provides an 8-week period of instruction with 3 separate 15-minute activities for each day. (catalog)

1,255. Michigan Oral Language Series: ACTFL Edition - Developing Language Curricula: Programmed Exercises for Teachers. MLA-ACTFL Materials Center. 1970. 78pp. $2.50.

A manual to introduce teachers to basic principles of language analysis which can be applied in classrooms with non-English-speaking or language-handicapped children. (catalog)

1,256. Michigan Oral Language Series: ACTFL Edition - English Guide - Kindergarten. MLA-ACTFL Materials Center. 1970. 146pp. $3.50.

For teaching English to Speakers of Other Languages and Standard English as a Second Dialect. Conceptually, these materials provide a bridge from the development of basic intellectual skills to their application in subject matter. The activities are planned for 30 minutes per day for one academic year. (catalog)

1,257. Michigan Oral Language Series: ACTFL Edition - Interdisciplinary Oral Language Guide - Primary One. MLA-ACTFL Materials Center. 1970.

A program to teach first grade children who speak Spanish, or who are limited in their command of standard English, the oral language necessary for success in the usual school environment. The content is drawn principally from social science, science, and mathematics. Each lesson lasts about 30 minutes.

Part 1: 214pp. $6.00; Part 2: 470pp. $9.00; Part 3: 342pp. $7.75; Part 4: 360pp. $7.75. (catalog)

1,258. Michigan Oral Language Series: ACTFL Edition - Michigan Oral Language Productive Tests. MLA-ACTFL Materials Center. 1970. $5.00.

A set of two individually-administered tests, "Structured Response Test" and "Conceptual Oral Language Test," with administration and evaluation materials, the first tests for grammatical and phonological features of English; the second for conceptual understanding relatively free from the effects of dialect or language differences of the examiner. (catalog)

1,259. Michigan Oral Language Series: ACTFL Edition - Spanish Guide - Kindergarten. MLA-ACTFL Materials Center. 1970. 282pp. $5.50.

For teaching Spanish as a Second Language or Standard Spanish as a Second Dialect. The activities are planned for 30 minutes per day for one academic year. (catalog)

1,260. Mi diccionario ilustrado. Glenview. Illinois: Scott, Foresman and Company. 1971 $1.38.

Reference book of 525 words, all pictured, for use in kindergarten. Two editions available:

(1) Edición Bilingüe - Spanish-English bilingual pictionary, primarily designed for use in the United States with children of Spanish backgrounds.

(2) Edición Hispanoamericana - Standard Spanish edition, primarily for use in Spanish-speaking Latin American countries. (catalog)

1,261. Mitchell, Elizabeth Gillian. Beginning American English. Englewood Cliffs, New Jersey: Prentice-Hall. 1957.

Twenty-five units of simple conversational English. Each unit contains dialogue, exercises on vocabulary, sentence structure, pronunciation and review. (Hefferman-Cabrera)

1,262. Molina, Hubert. "Language Games and the Mexican-American Child Learning English", TESOL Quarterly, 5:2 (June, 1971). pp. 145-148.

This paper describes a set of criteria and their use in the development of games that are a part of a tutorial component of the Language and Concept Skills for Spanish Speakers Program developed at Southwest Regional Laboratory for Educational Research and Development. Included are the 1969-1970 results of field tryouts of the program. (from article)

1,263. Morley, Joan. Improving Aural Comprehension. Ann Arbor, Michigan; The University of Michigan Press. 1972.

Presents a graded series of 132 lessons in concentrated listening. It is designed for classroom and laboratory use by secondary/adult ESL students. Lesson flexibility permits use at low-intermediate through advanced levels. Lessons provide ample opportunity for vocabulary-building, pronunciation practice and class discussion.

Price (1972): student's workbook $4.95; teacher's book of readings $3.95; tapes - will be available. (catalog)

1,264. Moulton, William G. A Linguistic Guide to Language Learning. New York: Modern Language Association of America, 1966 (paper)

A clear introduction to the principles of language learning and how language works, including sections on sounds, sentences, words, meaning and writing. Bibliography of useful books on linguistics, phonetics, contrastrive structure and language learning. (NYS bibliography)

1,265. Muller, Douglas G. and Robert Leonetti. Primary Self-Concept Scale: Boys. Dissemination Center for Bilingual Bicultural Education, Austin, Texas. Washington, D.C.: Office of Education. 40pp. (ED 062 846)

1,266. Muller, Douglas G. and Robert Leonetti. Primary Self-Concept Scale: Girls. Dissemination Center for Bilingual Bicultural Education. Austin, Texas. Washington, D.C.: Office of Education. 40pp. (ED 062 845)

1,267. Muller, Douglas G. and Robert Leonetti. Primary Self-Concept Scale: Test Manual. Dissemination Center for Bilingual Bicultural Education. Austin, Texas. Washington, D. C.: Office of Education. 39pp. (ED 062 845)

It is the purpose of the test described in this document to provide a procedure for economically evaluating several aspects of self concept relevant to school success. The test was constructed specifically for use with the child of Spanish or Mexican descent in the Southwest, but it is also appropriate for use with children from Anglo culture. The test consists of 24 items; in each item, the examinee is told a descriptive story about an illustration and is instructed to draw a circle around the person in the illustration that is most like himself. This document includes directions for administering the test, the descriptive stories accompanying each test item, and details on scoring, interpretation, test construction, reliability, and validity. Statistical data and results are also included. (RIE)

1,268. McCallum, George P. (adaptor). Seven Plays from American Literature. Rockville, Maryland: English Language Services, Inc.

Combinations of one text and 7 tapes designed for use with intermediate to advanced level adult students. The 10-15 minute plays are adapted from short stories by American authors, chosen for their portrayal of American life and values and for their dramatic interest, as well as for their usefullness in the classroom situation.

Price (1972): text at $3.10, tapes at $15.75. (catalog)

1,269. McGillivray, James H. People at Work: Readings with Drills and Exercises for Beginners in English. New York: American Book Company. 1961.

Reading selections simplified for beginning students at high school adult levels. Readings followed by drills, exercises and dramatization for dialogue practice. Limited to 600-word vocabulary. (Hefferman-Cabrera)

1,270. McIntosh, Lois. How to Teach English Grammar, 1967. 19pp. (ED 012 438)

Presents a discussion of the basic tenets of teaching English grammar to non-native speakers, as followed in the ESL program at UCLA. The introduction of grammar points to be practiced and the generalization process which follows are described in non-technical language. Various types of drills illustrate implementation of the grammar lesson. Particular importance is given to the age levels of the students as affecting the type of grammar presentation. (RIE)

1,271. McIntosh, Lois et al. Advancing in English. New York: American Book Company. 1970.

Designed for upper high school or college age students.

1,272. McWilliams, Carey, ed. The Mexicans in America; A Students' Guide to Localized History. Localized History Series. New York, New York: Teachers College Press, Columbia University. 1968 32p. (ED 058 979)

The four main sections of this publication are (1) Special Minority, which deals with the settlement in the Southwest and historical background of the Hispanos; (2) The Great Invasion, which discusses Mexican immigration and Hispanos and industrial employment; (3) The Mexican Problem, which treats the Hispano "language problem" and social discrimination; and (4) New Stirrings in the Borderlands, which deals with Hispano action against discrimination, political role, and influence of the Spanish Mexican. A 12-item bibliography is appended. (RIE)

1,273. Nance, Mrs. Afton D. Spanish for Spanish-Speaking Pupils. Sacramento: State of California Department of Education, 1963 (Mimeo).

1,274. Dissemination Center for Bilingual Bicultural Education. Austin, Texas. Cross Cultural Attitude Inventory

This series of instruments is designed to measure how very young students feel about Mexican-American and Anglo cultures. The test is based on pictures, some of which are culturally relevant only to Mexican-Americans. The manual provides a guide for the use of the inventory, including a rationale for the items used; a statement of the purpose of the test; instructions for administration; instructions for scoring results; and possible applications within the constraint of the test. (from introduction somewhat revised)

1,275. National Council of Teachers of English. English for Today. Eight Volumes. William R. Slager and Luella B. Cook, eds. New York: McGraw-Hill, 1964-66. (paper)

Six books from beginning to lower advanced, include reading passages, comprehensive questions and exercises and sections on grammar and composition. Book Six contains unabridged but stylistically simple fiction, non-fiction, plays, and poetry from English-speaking countries. Teachers' editions for each volume include special section with general comments on teaching procedures, sample lesson plans, and specific notes on each lesson. Two workbooks and picture cue cards available for Book One. Tapes and records also available. (NYS bibliography)

1,276. NCTE Committee on Teaching English to Speakers of Other Languages. "Some Materials for Teaching English as a Second Language in the Elementary School," Elementary English, 46:8 (December, 1969).

A basic, unannotated bibliography, which includes eleven methodolody listings and fifteen sections on pre-school and primary school materials. (NYS bilbiography)

1,277. Newmark, Leonard et al. Using American English. New York: Harper and Row. 1964.

Conversational practice for upper high school or college age students.

1,278. New York City Board of Education. Puerto Rican Study: Resource Units for Classes with Puerto Rican Pupils: Grades 1-6 and Secondary School, 1-3. New York: Board of Education. 1955.

1,279. New York City, Board of Education. Scope and Sequence in the Teaching of English as a New Language to Adults, Beginning Level. Curriculum Bulletin: 1967-68, Series No. 22. 1968.

1,280. New York City, Board of Education. Teaching English as a New Language to Adults. Curriculum Bulletin: 1963-64, Series No. 5. New York: New York Superintendent of Schools. 1964. 180pp.

A presentation of guiding principles and methods for teaching beginners through advanced students with references for teachers.

1,281. New York City Board of Education. Teaching of English to Puerto Rican Children. Four volumes. New York: Board of Education. 1957.

1,282. Nichols, Ann Eljenholm. English Syntax: Advanced Composition for Non-Native Speakers. New York: Holt, Rinehart and Winston. 1965.

Composition practice for upper high school or college age students.

1,283. Nida, Eugene. Learning a Foreign Language. New York: Free Press. Foreign Missions Conference of North America. 1957. (rev. ed.)

A guide for individual language study written from the point of view of modern descriptive linguistics though with a minimum of technical vocabulary. (Hefferman-Cabrera)

1,284. Nilsen, Don L.F. and Alleen Pace Nilsen. Pronunciation Contrasts in English. New York: Regents Publishing Company. $4.25 (cloth) $2.25 (paper)

Deals with sounds that are difficult for the non-native student of English to distinguish and produce. Each lesson compares and contrasts pairs of sounds in lists of minimal pairs, minimal contrast sentences, and sentences with contextual clues. Sound production charts and profile diagrams illustrate the position of the lips, teeth, and tongue during the articulation of the sounds. In addition, each lesson contains unique lists of problem-area language backgrounds. (catalog)

1,285. Ohannessian, Sirarpi et al. Reference List of Materials for English as a Second Language. Part I: Texts, Readers, Dictionaries, Tests, 1964, 157pp.
(ED 014 723).

Annotated bibliography prepared by the Center for Applied Linguistics, Washington, D.C.

1,286. Ohannessian, Sirarpi et al. Reference List of Materials for English as a Second Language. Part II: Background materials, Methodology 1966. 115pp.
(ED 014 724)

Annotated bibliography prepared by the Center for Applied Linguistics, Washington, D.C.

1,287. Ohannessian, Sirarpi (ed.). 30 Books for Teachers of English as a Foreign Language. Washington, D.C.: Center for Applied Linguistics. 1963. paper.

1,288. Olsher, Larua and Robert D. Wilson. Beginning Fluency in English as a New Language. North Hollywood, California: Bowman Records. 6 vols. 1967.

Audio visual course for children, consisting of 5 sets of coordinated records and filmstrips, a script for each set and a teacher's manual for the whole series. Practices phrasing, transformation, substitution and expansion types of language activity. No isolated pronunciation or vocabulary practice. Students repeat, recite and eventually act out the parts of the characters, first following the given script, then elaborating in free expressicns. Teahcer's manual outlines rationale for the course, suggest additional activities, and presents the syllabus for the whole series. (CAL bibliography)

1,289. Orientation in American English. Washington, D.C.: Institute of Modern Languages, Inc. 1971.

A six-level course employing the Situational Reinforcement methodology designed to produce orderly progression through three levels of proficiency - basically S. 1-2-3 as established by the Foreign Service Institute. Each level is designed for 80-100 hours of classroom instruction. Materials include texts, workbooks, tapes, tapebooks and readers. Program designed for adult learners. For more detailed information, contact company.

Prices (1972): texts/$1.65 ea.; tapebooks and workbooks/$1.00 ea.; readers/$1.20 ea.; tapes vary according to level. (catalog)

1,290. Owen, George H. Effective Pronunciation: A Textbook for Teaching English Sounds. Experimental ed. Detroit, Michigan: Detroit Public Schools, Department of Adult Education and Summer Schools. 1957. 215pp.

Designed for Adult basic education courses.

1,291. Pantell, Dora F. and Angelica W. Cass. We Americans. New York: Oxford Book. 1957. 279pp.

Designed for adult basic education courses.

1,292. Paratore, Angela. Conversational English: ESL. Englewood Cliffs, New Jersey: Prentice-Hall. 1961.

Designed to give supplementary aural-oral practice to adult non-beginning students. Emphasis on selected points of grammar, especially constructions and usages employing auxiliary verbs. Group recitation, memorization, and repetitive drills. Each of 30 lessons begins with dialogue drill, dialogue notes and variety of exercises. Accent marks and arrows indicate stress and intonation. (Hefferman-Cabrera)

1,293. Parker, Sandra. Social Studies: School, Home, and Neighborhood. Getting to Know More People and Places. English as a Second Language. Miami, Florida: Dade County Public Schools. 1971. 36p. (ED 062 233)

1,294. Paulston, Christina Bratt and Gerald Dykstra. Controlled Composition in English as a Second Language. New York: Regents Publishing Company, $1.75.

This advanced composition text consists of 65 literary passages and 122 instructional steps covering the specific language patterns and grammar rules of English. Following each passage, the student is presented with a number of situations and correlated assignments requiring him, for example, to change the voice, tense, person, or word order of the selection, or to rewrite the passage imaginatively. The emphasis in this book is on the mechanics of English: grammar, sentence structure, idiomatic usage, spelling, and punctuation. Though not intended to replace the grammar textbook, it can be used effectively in conjunction with it. (catalog)

1,295. Peanut Butter and Yogurt: Case Studies and Activities in Cultural Understanding. Glenview, Illinois: Scott, Foresman and Company 1971. 96pp. $1.50.

Although primarily directed toward American students in other lands, this book can be used effectively with any group of students experiencing the problems and conflicts that arise when different cultures come together. (catalog)

1,296. Pedke, Dorothy A. et al. Reference List of Materials for English as a Second Language Supplement (1964-1968). 1969. 207pp. (ED 025 773)

Annotated bibliography prepared by the Center for Applied Linguistics, Washington, D.C.

1,297. Plaister, Ted. English Monosyllables: A Minimal Pair Locator List for English as a Second Language. Honolulu: East-West Center Press, 1965 (paper)

Intended as a tool for teaching and testing pronunciation, in building drill materials, etc. A handy reference work. (NYS bibliography

1,298. Politzer, Robert L. "Pattern Practice for Reading," Language Learning. 14:3 and 4 (1964).

Presents rationale behind pattern practice approach to developing reading skills, and suggests methods for teaching instant recognition of visual cues expressing grammatical meaning. (NYS bibliography)

1,299. Praninskas, J. Rapid Review of English Grammar. Englewood Cliffs, New Jersey: Prentice-Hall. 1959.

A review text for use by foreign students and others with some background in grammar, English or otherwise. (Hefferman-Cabrera)

1,300. Prator, C.H., Jr. Manual of American English Pronunciation. rev. ed. New York: Holt, Rinehart and Winston. 1957. paper.

1,301. Preston, Dennis R. and Michael B. Kozoll. English Language and Literacy: Book One. (Wisconsin Series in Adult Basic Education for Spanish-Speaking Agricultural Workers.) Madison: University Extension, University of Wisconsin. 1967. 232pp.

Designed for adult basic education courses.

1,302. Prevocational English. Washington, D.C.: Institute of Modern Languages, Inc. 1971.

A two-level prevocational English course designed to prepare non-English speakers for employment requiring technical skills. On each level the course includes both a textbook and a workbook divided into twenty-lesson segments. Each level should require 120-150 hours of classroom instruction. The lessons are divided into four parts: (1) covers language used in social situations: greetings, discussing the weather, etc. (2) introduces new structures and vocabulary through situation sequences. (3) presents technical material through situations. (4) presents an illustrated reading followed by comprehensive questions.
Price (1972): textbooks/$3.00 ea. and workbooks/$1.75 ea. (catalog)

1,303. Puerto Rican Department of Education. American English as a Second Language. Three volumes. Boston, Massachusetts: D.C. Heath. 1965-67.

1,304. Rahtz, Robert (ed.). American English for All the World. St. Louis, Missouri: Webster. 4 vols. 1957-60.

Beginners texts for primary school children. Two editions: one general and the other specifically designed for Catholic schools. Pictures and classroom activities used to drill children in vocabulary, formulas of politness, and a few structural patterns. Separate manuals for each edition provide lesson by lesson guide to the use of materials in the text. (CAL bibliography)

1,305. Readiness Checklist. Las Cruces School District, New Mexico; Dissemination Center for Bilingual Bicultural Education, Austin, Texas. Washington, D.C.: Office of Education. 12pp. (ED 061 839)

The Readiness Checklist is a 69-item instrument that provides a measure of the psychomotor development of children. It covers seven main areas: general health, movement patterns and muscular coordination, auditory skills, visual skills, speech and language, personal independence, and social adjustment. The checklist is designed to measure a child's level of physical maturity and can be used to collect data as a diagnostic tool to isolate deficient children for immediate remedial action. Collection of data through the checklist can result in the establishment of norms. A score sheet is attached to the checklist. (RIE)

1,306. Reading Skill Builders. Pleasantville, New York: Reader's Digest Services, Inc., Educational Division.

A series of 50 books on reading levels 1-10 which contain a variety of high-interest stories of mystery, adventure, history, animals, science, sports, etc. Exercises and quizzes following most selections help pupils measure their achievement in terms of specific educational objectives, such as summarizing, making comparisons, learning word parts and new words and applying ideas creatively. Separate teacher's editions offer specific suggestions for reading instruction, exercises and quizzes, as well as skills and subject matter charts. Twelve audio lessons are available on each level 1-6 on tape cassette or LP record. Practice pads also available.

Prices vary according to plan of purchase. See catalog for details. (catalog)

1,307. A Regional Educational Television Project for Non-English Speaking Spanish-Surname Adults. Final Report. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory. Washington, D.C. Office of Education. 1967. 112p. (ED 061 477)

1,308. Resource Material for Bilingual Education. Dissemination Center for Bilingual Bicultural Education, Austin, Texas. Washington, D.C.: Office of Education. September 1972
217p.
(ED 063 808)

This handbook consists of materials written in Spanish and English and serves as a reference book to aid the bilingual classroom teacher and instructional aide at the primary level by providing material for language enrichment and supplementary learning activities. There is material to supplement each area of the curriculum. Poems, finger plays, stories, and songs are provided for use in aural-oral activities to supplement the areas of language, and music. No grade-level limitations are placed on the use of the material; it is suggested that teachers adapt the different ideas and activities which are suitable for their grade level. (RIE)

1,309. Revelle, Keith. "A Collection for La Raza." Library Journal. 96:20 (November, 1971). pp. 3719-26.
(EJ 047 704)

The 230 references include books, Spanish-language magazines and newspapers, the Chicano press and audiovisual materials which have proven successful with a Chicano public. (CIJE)

1,310. Richards, I.A. and Christine Gibson. English Through Pictures. New York: Washington Square Press. 1952-60.

A series of 2 texts, 1 workbook, films, filmstrips and records for upper high school or college age students.

1,311. Richards, Jack and Michael Poliquin. English Through Songs. Rowley, Massachusetts: Newbury House Publishers. 1971.

A collection of 65 songs and rhymes written with a graded vocabulary. Selections have been chosen for their teaching ability with children and adults in their first years of learning ESL. Each song is graded according to difficulty and a vocabulary index is provided. Songs are classed both by content and general interest. A teacher's guide shows how to integrate the songs into the normal classwork, and how to use the songs to improve pronunciation and control of a growing vocabulary in appropriate contexts.

Price (1972): pupil's book $2.25, teacher's guide $5.95, tape $6.50. (catalog)

1,312. Robinson, Lois. Guided Writing and Free Writing: A Text in Composition for English as a Second Language. New York: Harper and Row. 1967.

Composition practice for upper high school or college age students.

1,313. Rojas, P.M. "Reading Materials for Bilingual Children." Elementary School Journal. Vol. 47 (December 1946) pp. 204-211.

1,314. Roscoe, Carole. "Developing Instructional Materials for a Bilingual Program." TESOL Quarterly. Vol. 6, No. 2 (June 1973). p. 163-166. (EJ 060 718)

1,315. Rosen, Carl L. and Phillip D. Ortego. "Resources: Teaching Spanish-Speaking Children." Reading Teacher. 25:1 (October, 1971). pp. 11-13.

Annotated Bibliography.

1,316. Ross, Janet. "Controlled Writing: A Transformational Approach." TESOL Quarterly. 2:4 (December, 1968).

Presents exercises in combining sentence patterns as well as slot substitution, question and answer, and paraphrasing. (NYS bibliography)

1,317. Ross, Janet and Gladys Doty. Writing English: A Composition Text in English as a Foreign Language. New York: Harper and Row. 1965.

Composition practice for upper high school or college age students.

1,318. Rutherford, William E. Modern English: A Textbook for Foreign Students. New York: Harcourt, Brace and World. 1968.

Designed for upper high school or college age students.

1,319. Saitz, Robert L. and Donna Carr (eds.). Selected Readings in English: For Students of English as a Second Language. Cambridge, Mass.: Winthrop Publishers, Inc., 1972.

A collection of twelve short stories and essays designed to aid the foreign student in mastering English vocabulary and idiomatic expressions. Selections were chosen to represent a wide range of writing styles, rhetorical techniques, and patterns of narration, description, and argumentation. Each reading is accompanied by exercises which require the student to understand the content and the structure of the selection. (catalog)

1,320. San Bernardino County Schools. Mi Libro: A Pre-Reading Workbook. San Bernardino, California: Regional Project Office, San Bernardino County Schools. 1972. $.35.

A 12-page illustrated workbook giving children practice in basic cursive writing strokes. The booklet also develops such concepts as colors, numbers and visual perception. A teacher's edition accompanies individual child's copies. (catalog)

1,321. San Bernardino County Schools. The Open Classroom - Part I. (Videotape). San Bernardino, California: Regional Project Office, San Bernardino County Schools. 15:00. B/W. $24.95 ($10.00 if tape is provided).

Scenes of open classrooms include examples of small group learning centers, individualized learning, team teaching and the use of student contracts at the elementary level. An interview with a team teaching leader explains the organization, planning and operation of classes in these North Dakota schools.

Designed for teacher in-service, grades K-12. (catalog)

1,322. San Bernardino County Schools. The Open Classroom - Part II. (Videotape). San Bernardino, California: Regional Project Office, San Bernardino County Schools. 15:00. B/W. $24.95 ($10.00 if tape is provided).

Actual lessons within the free structure of the open classroom setting include language arts, science and mathematics. An interview with a principal indicates the necessity of community support and good parent relations. Classes shown are in the Grand Forks, North Dakota, area.

Designed for teacher in-service, grades K-12. (catalog)

1,323. San Bernardino County Schools. Each One Learning: A Small Group Process Manual. San Bernardino, California: Regional Project Office, San Bernardino County Schools. $1.75.

A 70-page illustrated manual describing rationale, room environment, grouping procedures, activities and materials, and the teacher's role. (catalog)

1,324. San Bernardino County Schools. Language Arts and Motor Activities in a TMR Classroom. (Videotape). San Bernardino, California: Regional Project Office, San Bernardino County Schools. 20:00 B/W. $36.95 ($15.00 if tape is provided).

Two intermediate level TMR classrooms are shown. A structured language communication skills lesson is followed by scenes of independent motor skill practice. Mrs. Jeanne Davis, special education consultant, narrates describing the methods and teaching techniques demonstrated.

Designed for teacher in-service, grades K-12. (catalog)

1,325. San Bernardino County Schools. Language Experience and Reading Practices. (Videotape). San Bernardino, California: Regional Project Office, San Bernardino County Schools. B/W. $24.95 ($10.00 if tape is provided).

Mrs. Emily Sumahara, a fourth grade teacher, demonstrates through her class' activities the application of many language experience techniques. The class is shown making tortillas, dictating stories, using a tape recorder, playing language games, and building illustrated storybooks. An interesting feature of the tape is the extensive use of volunteer teacher and student aides in the classroom.

Designed for teacher in-service. (catalog)

1,326. San Bernardino County Schools. Literary Study in Secondary Schools. (Videotape). San Bernardino, California: Regional Project Office, San Bernardino County Schools. B/W. $24.95 ($10.00 if tape is provided).

Dr. G. Robert Carlsen, well-known consultant and author, delivers an informal lecture to a class of teachers. He deals with the teaching of literature at the secondary level.

Designed for teacher in-service. (catalog)

1,327. San Bernardino County Schools. Overview (Tape No. 1 from Initial Reading in Spanish for Bilinguals Series). (Videotape). San Bernardino, California: Regional Project Office, San Bernardino County Schools, 30:00 B/W. $36.95 ($15.00 if tape is provided).

Offers a sampling from the various teaching techniques which appear more in depth in each of the seven films of the series: Readiness, Developmental Language, Phonics, Syllabication, Story Sequence, Cursive Writing and Supplemental Techniques. The methods are shown just as they were filmed in the first grade classrooms in Mexico and in Texas.

Designed for teacher in-service. (catalog)

1,328. San Bernardino County Schools. Puedo Leer - I Can Read: Initial Reading in Spanish for Bilinguals. San Bernardino, California: Regional Project Office, San Bernardino County Schools. 1972.

An initial reading in Spanish manual describing methods used by Mexican teachers in a special project in Texas first grade classroims. The method combines phonic and language experience approaches in a reading program, integrating the four major components of language learning - reading, listening, speaking and writing. (catalog)

1,329. San Bernardino County Schools. Readiness (Tape No. 2 from Initial Reading in Spanish for Bilinguals Series). (Videotape). San Bernardino, California: Regional Project Office, San Bernardino County Schools. 15:00 B/W. $24.95 ($10.00 if tape is provided).

This tape demonstrates the application of various techniques to the readiness phase of initial reading in Spanish for bilinguals. Methods of three first grade teachers are shown as they were filmed in their bilingual classrooms in Texas.

Designed for teacher in-service. (catalog)

1,330. San Bernardino County Schools. Small Group Activity Charts. San Bernardino, California: Regional Project Office, San Bernardino County Schools. $4.95.

A set of 12 16 x 20 inch instruction charts providing lessons which develop skills in writing, vocabulary, general language development and numbers. The charts, in color, are in Spanish (five) and English (seven). (catalog)

1,331. San Bernardino County Schools. Small Group Process. (Videotape). San Bernardino, California: Regional Project Office, San Bernardino County Schools. 15:00. B/W. $24.95 ($10.00 if tape is provided).

Bilingual-bicultural second grade children have been grouped heterogeneously, each group having five or six members and a child leader. The group members remain together and move through several independent learning centers each day. The room environment, teacher aides, lessons, independent groups, teacher oriented groups and the end of the day's evaluation with all of the class are viewed in progress.

Designed for teacher in-service, grades K-6. (catalog)

1,332. San Bernardino County Schools. Spanish Reading Charts. San Bernardino, California: Regional Project Office, San Bernardino County Schools. 1972. $10.00.

A set of 25 four-color charts (17 x 23 inch) which reinforces the phonic approach used in initial reading in Spanish. Illustrative charts apply the phonic method to letters, syllables, phrases and complete sentences. Completely in Spanish. (catalog)

1,333. San Bernardino County Schools. They Help Each Other Learn: A Group Participation and Leadership Training Manual. San Bernardino, California: Regional Project Office, San Bernardino County Schools. $1.75.

A 48-page illustrated manual describing five basic lessons to help children learn skills necessary to function in small groups. Skills include reading and understanding group instructions, distributing materials, helping each other and evaluating group progress. (catalog)

1,334. San Bernardino County Schools. Fullerton Elementary School District. Using H-200 ESL Materials. (Videotape). San Bernardino, California: Regional Project Office, San Bernardino County Schools. B/W.

Mrs. Betty Fulton Poggi demonstrates the use of H-200 materials to teach English vocabulary and structures to elementary school students. The students are beginners in an ESL class. The lesson deals with sentence structures used in H-200 materials to present dialog sentences relating to the family. A variety of techniques are shown.

Designed for teacher in-service. (catalog)

1,335. Sandberg, Karl C. and Thomas H. Brown. Conversational English. Waltham, Massachusetts: Blaisdell. 1969.

Designed for upper high school or college age students.

1,336. Sarantos, R.L. Advanced Composition: English as a Second Language Dade County Public Schools, Miami, Florida. 1971. 32p. (ED 063 825)

1,337. Sarantos, Robin L. How Much English Do You Know? Dade County Public Schools. Miami, Florida. 1971 (ED 064 966)

1,338. Schneider, Velia. Bilingual Lesson for Spanish Speaking Preschool Children. 1969. 121pp. (ED 031 465)

1,339. Schotta, Sairta G. Teaching English as a Second Language. Davis, California: Davis Publications in English, 1966. (paper)

An introduction to the materials and methods that recent linguistic studies have provided teachers of English as a second language or dialect. (NYS bibliography)

1,340. Sé quién soy. Glenview, Illinois: Scott, Foresman and Company. 1972 (in preparation). 32pp. $0.66.

Consumable Spanish-English pupil book for grades K-3 supplementary to English Around the World. Contains bilingual picture essays designed to develop cultural awareness and improve both Spanish and English abilities in Mexican-American children. Vocabulary coordinated with Mi diccionario ilustrado. (catalog)

1,341. Sheeler, Willard D. Elementary Course in English. Rockville, Maryland: English Language Services, Inc. 1971.

A two-level course designed for secondary schools or adult programs, using an oral-aural approach with dialogs, basic sentences, repetition drills, and reading and comprehension materials. Each level consists of 50 lessons and accompanying tapes. Presumes no previous oral-aural training in English. The two levels introduce a vocabulary approx. 1350 items and provide material for 25-300 hours of combined classroom and language laboratory work.

Price (1972): text/$2.75/level, tapes /$112.50/level (catalog)

1,342. Slager, William R. et al. Core English: Levels One and Two. Lexington, Massachusetts: Ginn and Company. 1971.

A two-level program specifically designed to meet the particular needs of the non-English-speaking child in the primary grades. Using highly motivational materials, an oral approach, and step-by-step teaching guides, the program provides a core of oral English skills that enables the child to participate fully in the regular classroom. The program includes teacher's manuals, wall charts, picture cards, puppets, a flannel kit, language games and songs, workbooks and records. Sample lesson and price list available from publisher on request. (catalog)

1,343. Southwestern Cooperative Educational Laboratory. Oral Language Program. Albuquerque: SWCEL.

OLP is designed to be used daily by one teacher with groups of up to 10 children from ages 5 to 7. Each lesson is approx. 25 minutes long, although the teacher encourages the children to use sentence patterns learned in the lessons during the rest of the day. The lessons deal entirely with oral and auditory aspects of English; there is no instruction in either reading or writing contained in the program. This is based on the premise that fluency in a language is prerequisite to facility in reading and writing that language. (catalog)

1,344. The Spanish Speaking in the United States: A Guide to Materials. Washington: the Cabinet Committee on Opportunity for the Spanish Speaking. 1971.

1,345. Stack, Edward M. The Language Laboratory and Modern Language Teaching. New York: Oxford University Press, (1966).

Treats techniques for the classroom and the laboratory. Also contains materials about testing. Problems and exercises are given throughout. (NYS bibliography)

1,346. Steel de Meza. Business Letter Handbook: Spanish-English (Manual de correspondencia comercial español-inglés). New York: Regents Publishing Company. $3.95.

This complete guide to bilingual letter-writing includes comprehension sections on letter styles, word separation, punctuation, and many other aspects of personal and commercial correspondence in Spanish and English. Model letters in both languages are presented by categories (requests, offers, orders, claims, etc.). (catalog)

1,347. Steeves, Roy W. et al. Handbook for Teachers of English as a Second Language: Americanization-Literacy. 2nd rev. ed. Sacramento, California: California State Department of Education. 1969. 85pp.
(ED 036 784)

1,348. Stevick, Earl W. Helping People Learn English. New York: Abingdon Press. 1957.

Slanted to the non-professional teacher. Attempts to touch on all related techniques, backgrounds and problems. (Hefferman-Cabrera)

1,349. Stevick, Earl. "UHF and Microwaves in Trasmitting Language Skills." *TESOL Newsletter*, 2:1 and 2 (January-March, 1968).

Presents "a way of individualizing instruction so that a single set of materials may be used by students of many different temperments and diverse interests, under widely varying circumstances with instructors who are unskilled and/or inexperienced in language teaching." Teaching cycles have two phases: an M-phase of mimicy, memorization and meaning and a C-phase of real communication, in the sense that it refers to real persons, objects and events, in short conversations. The author presents several sequences of each cycle, pointing out how through "small vocabulary, but structures to be mastered remaining constant, choice is localization and personalization of vocabulary or delexicalized language," thus like UHF localized trasmission. (NYS bibliography)

1,350. Stevick, Earl. *A Workbook in Language Teaching: With Special Reference to English as a Foreign Language.* Nashville, Tennessee: Abingdon Press, 1963. (paper) 127pp.

For initial training of new language teachers and for inservice use by experienced teachers. Treats three selected topics: English phonology, basic types of drills, and fundamentals of grammar. Frequent exercises and discussion questions assist user in acquiring skills and in keeping check on his own progress. (NYS bibliography)

1,351. Stieglitz, Francine. *P.A.L. Progressive Audio-Lingual Drills in English*. New York: Regents Publishing Company.

A grammar practice supplement suitable for any basic course in English as a second language. It consists of sixty units recorded on tape and a manual. Each unit focuses on a single grammatical structure and drills it in a series of audio-lingual exercises. These exercises are graded according to difficulty, from simple to more complex forms. Available in sets of 12 units or as a complete program of 60 units.

Price (1972): manual/$2.50, set of 12 units and manual/$18.00 complete set of 60 units and manual/$90.00. (catalog)

1,352. Stockwell, R.P. and Donald J. Bowen. *The Sounds of English and Spanish*. Chicago: University of Chicago Press. 1960.

Contrastive linguistic analysis describing the similarities and differences between English and Spanish, and intended to offer a basis for the preparation of instructional materials, the planning of courses, and the development of classroom techniques. The style is moderately technical. (Hefferman-Cabrera)

1,353. Stockwell, R.P.; Donald J. Bowen, and J.W. Martin. The Grammatical Structures of English and Spanish. Chicago: University of Chicago Press. 1960.

Contrastive linguistic analysis describing the similarities and differences between English and Spanish, and intended to offer a basis for the preparation of instructional materials, the planning of courses, and the development of classroom techniques. The style is moderatelt technical. (Hefferman-Cabrera)

1,354. Taylor, Grant. American English Reader. Saxon Series in ESL. New York: McGraw-Hill.

Presents 12 stories on American themes for the intermediate student learning American English. Questions, summary sentences, and exercises emphasize the conversion of "passive" language ability (reading and listening) into the "active" counterpart (writing and speaking).

1,355. Taylor, Grant. English Conversation Practice. Saxon Series in ESL. New York: McGraw-Hill 266pp.

Primarily for oral practice in English with adult students who have completed at least a beginning course. Contains conversational drills, plus substitution and expansion exercises. In all, 500 structure-oriented conversations are provided ("short answers," "active vs. passive," etc.) as well as a programmed section of a structure and work study drills. All cues or cue sentences are presented at the left of the page and all answers or expected responses at the right. This enables the student to use the book for home study by covering the right hand column with a strip of paper. (NYS bibliography)

1,356. Taylor, Grant. Learning American English. Saxon Series in ESL. New York: McGraw-Hill 372pp.

A textbook for beginning and intermediate students. Describes the informal spoken English used by the majority of native American speakers. Emphasis is on building a core vocabulary of 1500 words and idioms. Focuses on developing control of the basic elements of English through constant drill and a comprehensive grammar and structure program. (NYS bibliography)

1,357. Taylor, Grant. Mastering American English. Saxon Series in ESL. New York: McGraw-Hill.

An exercise book containing review and exercise material for students at the intermediate and advanced levels. Emphasizes teaching English grammar and structure through examples rather than through grammatical explanations. The very large number of short exercises is arranged to allow the teacher complete flexibility. (NYS bibliography)

1,358. Taylor, Grant. Practicing American English. Saxon Series in ESL. New York: McGraw-Hill 325 pp.

Specifically designed for systematic audio-oral and written practice. Composed of 516 pattern drills, word lists furnishing material for additional drill, and over 300 picture groups which help the student to attain his most important goal - automatic control over sentence patterns. For advanced as well as elementary students. (NYS bibliography)

1,359. Texas Education Agency. Teaching English as a Second Language: Adult Basic Education Teacher's Guide. Austin, Texas: Texas Education Agency. 1969. 130pp. (ED 034 147)

1,360. Thomas.and Allen. Oral English, Learning a Second Language. Indianapolis, Indiana: The Economy Company.

Designed to aid the very young child who may have trouble succeeding in school due to little or no command of the English language. Objectives: (1) to help the pupil communicate in English in school; (2) to help the pupil hear and pronounce the sounds of the English language; (3) to help the pupil become familiar with language patterns and vocabulary; and (4) to help the pupil learn about the English-speaking culture while maintaining appreciation of his own culture.

Price (1972): text $1.47, language development cards $75,00, pocket chard and wall charts $21.75. (catalog)

1,361. Trager, Edith Crowell and Sara Cook Henderson. Pronunciation Drills (The PD's) for Learners of English. Rockville, Maryland: English Language Services, Inc.

Each vowel, consonant and stress phoneme is drilled alone, then in contrast with similar phonemes, and finally, in short sentences. Words used in the drills are of ultra-high frequency. Although problems are introduced in order of importance (determined by frequency of item and effect on intelligibility), teachers may often find it more satisfactory to use the lessons in a different order, in accordance with specific needs of their classes.

Price (1972): text/$2.75 ea., tapes/$31.75. (catalog)

1,362. U.S. Defense Language Institute. American Language Course. Twelve volumes. Lackland Air Force Base, Texas: Lackland Military Training Center, 1963-64. (paper)

Elementary Phase consists of four study guides which contain detailed grammatical explanations and build up to a more advanced level. Instructor's Guide explains a general approach to pronunciation, intonation, structure, etc. Accompanying workbook for Elementary Phase is programmed. In the first volume of the Fundamental Phase, each unit begins with a reading passage based on some immediate aspect of American culture. Three more advanced volumes follow the Fundamental Phase. Two Student Workbooks accompany the Fundamental Phase. Tapes available. (NYS bibliography)

1,363. The U.S.A. Readers. New York: Regents Publishing Company. Four Volumes at $1.25 ea.

Each book in this series contains short stories or articles at carefully graded vocabulary levels. Each article or story is followed by comprehension, vocabulary, and conversation exercises.

Book 1: The Land and the People - deals with the different regions of the U.S. and describes the men and events that helped shape these regions. (1,200 words).

Book 2: Men and History - A historical profile of twenty-three famous Americans. (1,600 word range).

Book 3: Men and Machines - Challenges, triumphs, and achievements of men in science (2,400 word range).

Book 4: Customs and Institutions - An overall survey of the traditions, customs, and social institutions of the U.S. (vocabulary range: 3,000 words). (catalog)

1,364. The University of the State of New York, The State Education Department, Bureau of Continuing Education Curriculum Development. Test of Readiness for Literacy (Pilot Edition), 1970.

This instrument is designed to assess the degree to which adults who are illiterate possess the requisites to learning to read. It will be administered by State Education Department personnel at selected Adult Basic Education centers in New York State. Information gathered from this test, plus data from a standardized reading readiness test, will be used as guides for the development of comprehensive readiness for literacy programs.

N.B. This experimental test has been administered to non-native English speakers, among others, in New York City. (from the test booklet)

1,365. University of the State of New York, The State Education Department, Division of General Education, Bilingual Education Unit. Books and Materials in English on Puerto Rico and the Puerto Ricans. Albany, New York: 1972. 11pp. Originally appeared in the Newsletter of Philadelphia Bilingual Programs. 1971.

1,366. University of the State of New York, The State Education Department, Division of General Education, Bilingual Education Unit. Books in Spanish for Children: An Annotated Bibliography (K-8). Albany, New York: 1972. 25pp. Originally published in the Newsletter of the Philadelphia Bilingual Programs. 1971.

1,367. University of the State of New York, The State Education Department, Division of General Education, Bilingual Education Unit. Conceptual and Oral Language Development, Bilingual Series. Guide I (Pre-K): A Guidebook for Bilingual Teachers. First Series. Albany, New York: 1970. 66pp.

1,368. University of the State of New York. The State Education Department, Division of General Education, Bilingual Education Unit. Conceptual and Oral Language Development, Bilingual Series, Guide II (Pre-K): A Guidebook for Bilingual Teachers. Albany, New York: 1970. 65pp.

1,369. University of the State of New York. The State Education Department, Division of General Education, Bilingual Education Unit. English as a Second Language: Audiolingual Series (K). First Series. Albany, New York: 1970. 67pp.

1,370. University of the State of New York. The State Education Department, Division of General Education, Bilingual Education Unit. English as a Second Language: Audiolingual Series (K). Second Series Albany, New York: 1970. 67pp.

1,371. University of the State of New York. The State Education Department, Division of General Education, Bilingual Education Unit. Facts About Puerto Rico. Albany, New York: 1972. 8pp.

1,372. University of the State of New York. The State Education Department, Division of General Education, Bilingual Education Unit. A Handbook for Teachers of English as a Second Language Instruction. Albany, New York: 1970. 136pp.

1,373. University of the State of New York. The State Education Department, Division of General Education, Bilingual Education Unit. Listings of Textbooks Used by the Department of Education in Puerto Rico, and Available Materials for Puerto Rican Studies Programs. Albany, New York: 1971.

1,374. University of the State of New York. The State Education Department, Division of General Education, Bilingual Education Unit. Materials Acquisition Project. (Vol. 1, Nos. 1, 2, 4 and Vol. 2, Nos. 3, 4, 5, 8). Albany, New York: 1972.

1,375. University of the State of New York. The State Education Department, Division of General Education, Bilingual Education Unit. Resource Material for Puerto Rican History and Culture. Albany, New York.

1,376. University of the State of New York. The State Education Department, Division of General Education, Bilingual Education Unit. Suggested Activities for the Celebration in the Public Schools of New York City of the Discovery of Puerto Rico by Christopher Columbus on November 19, 1493. Albany, New York: 1972. 16pp. Originally developed by the Board of Education of the City of New York.

1,377. The University of the State of New York. The State Education Department, Bureau of Continuing Education Curriculum Development. Consumer Education: Educación del Consumidor, 1969, 98pp.

This manual has been designed to provide teachers with suggested lesson plans in the area of consumer education. Each lesson plan contains background material for the teacher, specific information on the subject, aims of the lesson, and the development of essential understandings. The manuals to accompany the filmstrip Getting Credit and the flipchart Shopping for Money are also included. Discussion questions are suggested throughout the materials to encourage the greatest possible student involvement. In this Spanish edition, material which is to be presented orally to the students or read by the students appears in Spanish. All other material appears in English. This publication covers 10 topics in the area of consumer education. (from introduction)

1,378. The University of the State of New York. The State Education Department, Bureau of Continuing Education Curriculum Development. Health and Nutrition: Salud y Nutrición, 1969, 101pp.

This manual has been designed to provide teachers with suggested lesson plans in the area of health and nutrition. Each lesson plan contains background material for the teacher, specific information on the subject, aims of the lesson, and the development of essential understandings. The manuals to accompany the filmstrip Shots for Your Health and the flipchart Keep Well With Vaccine are also included. Discussion questions are suggested to encourage the greatest possible student involvement. In this Spanish edition, material which is to be presented orally to the students, or read by the students, appears in Spanish. All other material appears in English. Ten topics are included. (from introduction)

1,379. The University of the State of New York. The State Education Department, Bureau of Continuing Education Curriculum Development. Practical Government: Gobierno Práctico, 1969, 97pp.

This manual has been designed to provide the teacher with suggested lesson plans in the area of practical government. Each lesson plan contains background material for the teacher, specific information on the subject, aims of the lesson, and the development of essential understandings. The manuals to accompany the filmstrip The Silent Voice and the flipchart Using the Voting Machine are also included. Discussion questions are suggested throughout the material to encourage the greatest possible student involvement. In this Spanish edition, material which is to be presented orally to the students or read by the students appears in Spanish. All other material appears in English. This publication covers 10 topics in the area of practical government. (from introduction)

1,380. Wall, Muriel (comp.). Audiovisual Aids to Enrich the Curriculum for the Puerto Rican Child in the Elementary Grades, Part 1 and 2. City University of New York, Hunter College. 1971. 33pp. (ED 049 659)

In part one, a short article on listening skills and information on the classroom use of tape recordings precedes an annotated list of more than 60 records and tapes for use in enriching the curriculum. A list of "Read-With-Me-Recordings" and addresses of distributors of sheet music, records, and tapes are included. Part two contains additional lists of appropriate films and filmstrips, film evaluation forms, and sources of other types of bilingual instructional materials. (RIE abridged)

1,381. Wallace, Betty. *The Pronunciation of American English for Teachers of English as a Second Language*. Ann Arbor, Michigan: George Wahr, 1957. (paper)

Although written primarily for Spanish speakers learning English, it is also useful in other linguistic contexts or as a reference book for the teacher. (NYS bibliography)

1,382. Wheeler, Gonzalez. *Let's Speak English*. Six volumes. New York: McGraw-Hill, 1967. (paper)

A graded and controlled course for elementary schools. Designed to teach spoken usage only, although the text page may be used for reading and writing if the teacher desires. Books 1-3 follow inductive method, providing large amounts of generally structured practice material rather than isolated patterns. Books 4-6 have materials divided into three part units: a dialog, exercises, and the "Program Steps." "Language Hints" and "Word Study" isolate patterns in a colored block. General exercises are well-structured, with numerous examples and answers in the margin for home study. Color is used extensively in illustrations and to coordinate parts of the lessons and identify types of drills. Instructions to the teacher are provided in each book. (NYS bibliography)

1,383. Whitehouse and Robert J. Dixson. *Inglés práctico sin maestro*. New York: Regents Publishing Company.

A self-instructional program in English for Spanish-speaking people consisting of 20 graded lessons, with instructions and explanations in Spanish. Phonetic transcriptions and Spanish equivalents accompany all new vocabulary. Text provides intensive practice for all grammatical and structural forms.

Prices (1972): text/$1.50, records and text/$9.95, tapes and text/$28.00. (catalog)

1,384. Whitford, Harold C. *A Dictionary of American Homophones and Homographs*. New York: Teachers College, Columbia University, 1966. (paper)

Part I lists over 1,000 homophones (pairs of words identically pronounced but different in spelling and meaning). Part II deals with 160 homographs (pairs of words identical in spelling but differently in pronunciation and meaning). Part III has an additional list of 800 less frequent homophones; Part IV has a series of oral and written exercises. Useful as a textbook or as a reference work. (NYS bibliography)

1,385. Whitford, Harold C. and Robert J. Dixson. Handbook of American Idioms and Idiomatic Usage. New York: Regents Publishing Co.

A reference book containing over 5,000 of the most common idiomatic words and phrases. Each idiom is defined and its use illustrated in a sentence. Price (1972): $2.95. (catalog)

1,386. Wiener, Soloman. Manual de modismos americanos más comunes. New York: Regents Publishing Company.

This book contains about 1,200 basic American idioms, listed and defined for Spanish-speaking people who are learning English. Using both Spanish and English, it defines each idiom and shows its use in a sentence. This book is also available in an all-English version under the title: A Handy Book of Commonly-Used American Idioms.

Price (1972): Spanish/English version: $0.75, English version: $0.60. (catalog)

1,387. Wilson, Alfred P. and Others. How Do You Feel About Things? New Mexico State University, Las Cruces. Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association, Boulder, Colorado, October 1971. 5pp. (ED 058 281)

The 60-item questionnaire is designed to measure attitudes toward school among sixth grade Spanish American students. The respondents mark their answers on a 1 to 5, true to false continuum. Administration instructions are included. (RIE)

1,388. Wishon, George E. and Julia M. Burks. Let's Write English. Two volumes. New York: American Book, (1968). (paper)

Provides methodical practice in the written forms of English. Book I deals with sentence patterns, leading up to paragraph and short composition writing. Book 2 deals with various prose forms from letters to description, narration, argumentation, and explanation. Includes lessons on outlining, note-taking, the use of the library, summarizing and preparation of research papers, intending to bring the student to a level of competence enabling him to handle college work. Lessons begin with explanation and comment on several patterns, illustrating each with several examples. Examples follow. (NYS bibliography)

1,389. Withers, Sara. The United Nations in Action: A Structured Reader. New York: Thomas Y. Crowell. 1969.

Structured reader for upper high school or college age ESL students.

1,390. Workpapers: Teaching English as a Second Language. Vol. V. California University, Los Angeles. June 1971. 161pp. (ED 056 556)

1,391. Wright, Audrey L. and McGillivroy. Let's Learn English. 3rd ed. New York: American Book Company. 1966.

Emphasis is on oral English. Good beginning lessons in pronunciation. Vocabulary and patterns of structure taught in context. Every fourth lesson is a review. Latter part of book can be used with intermediate students. (Hefferman-Cabrera)

1,392. Yo Puertorriqueño. Glenview, Illinois: Scott, Foresman and Company. 1972 (in preparation). 32pp. $.66

Consumable Spanish-English pupil book for grades K-3 supplementary to English Around the World. Contains bilingual picture essays designed to develop cultural awareness and improve both Spanish and English abilities in Puerto Rican children living in Puerto Rico or the United States. Vocabulary coordinated with Mi diccionario ilustrado. (catalog)

1,393. Yorkey, Richard C. Study Skills for Students of English as a Second Language. New York: McGraw-Hill. 1970.

Reading improvement and study skill book for foreign students on the upper high school or college age level.

1,394. Zintz, Miles V. Corrective Reading. 2nd Edition. Dubuque, Iowa: William C. Brown Co., 1972. 449pp.

The text is intended for classroom teachers who need assistance with students who have reading difficulties. After an introduction to reading problems, discussed immediately are several informal tests the teacher can use to evaluate oral and silent reading and thereby identify children in need of corrective reading. Teaching and testing techniques and devices are emphasized. In addition to evaluation and diagnosis, major topics covered are: planning remedial work with the student, scheduling, teaching bilingual and non-standard dialect-speaking children, emotional factors in reading, working cooperatively with parents, attitudes of teachers toward students who fail, use of standardized tests and progress records, and specific learning disability. (EC, abridged by DH)

1,395. Zirkel, Perry Alan. A Bibliography of Materials in English and Spanish Relating to Puerto Rican Students. Hartford, Connecticut: Connecticut State Department of Education. 1971. 51pp. (ED 057 142)

The contents of this listing of materials, intended as resources for teachers and other persons concerned with improving the educational opportunities of Puerto Rican pupils on the mainland as well as on the island, are organized in four sections: (1) books: Puerto Rican Culture in English, Puerto Rican Culture in Spanish, and Children's Fiction; (2) audio-visual materials: films, filmstrips, recordings, and others; (3) research studies; and (4) bibliographies. (RIE

J. Teacher and Counselor Attitudes, Recruitment and Training for Working with Puerto Rican or Other Non-English-Speaking Children

1,396. Ainsworth, C.L. (ed.) Teachers and Counselors for Mexican-American Children. Southwest Educational Develop-Laboratory, Austin, Texas: Texas Technological College, Lubbock, Texas. 1969. 137pp. (ED 029 728)

1,397. Allen, Harold B. (ed.). Teaching English as a Second Language: A Book of Readings. New York: McGraw-Hill, 2nd ed. 1972. $9.50.

Contains the work of 45 authors in the areas of linguistics, psychology and education, from Australia, England, the U.S., Canada and the Philippines; some theoretical and some practical. Nine subject areas, each with an overview: Theories and Approaches, Teaching English Speech, Teaching English Structure, Teaching English Vocabulary, Teaching English Usage and Composition, Teaching the Printed Word, Reading and Literature, Methods and Techniques, Teaching with Audio-Visual Aids and Testing. (NYS bibliography)

1,398. Allen, Harold B. TENES: A Survey of the Teaching of English to Non-English Speakers in the United States. Champaign, Illinois: National Council of Teachers of English, 1966. (paper)

A survey to date of publications based on 500 replies to detailed questionnaire sent to schools, colleges and institutions throughout the country. Analyzes and discusses findings under TENES programs: the teacher, the teaching situation, aids and materials, problems and needs. Includes conference report and recommendations on representative TENES programs. (NYS bibliography)

1,399. Allen, Robert L.; Virginia French Allen; and Margaret Shute. English Sounds and Their Spellings: A Handbook for Teachers and Students. New York: Thomas Y. Crowell Co., 1966. (paper) $2.75.

This book can be used in different ways for different purposes in different kinds of classes for students of any age. Its distinctive features: a systematic sequence for coordinating teaching sounds with patterns of spelling; a procedure from regular to irregular spellings; calling "short" vowels the basic sounds, and "long" vowels the name sounds of vowels; avoidance of conventional phonetic symbols by representing vowel sounds by numbers; 40 lessons include explanations, instructions and practice. Films available. (NYS bibliography)

1,400. Allen, V.F.; C.J. Kreidler, and B.W. Robinett. On Teaching English to Speakers of Other Languages: Series I-III. Washington, D.C.: TESOL. 1965-67.

Proceedings of the first three annual conferences of the Association of Teachers of English to Speakers of Other Languages. Papers cover a variety of theoretical and practical topics in the field for teachers of all age groups and levels of instruction. (CAL bibliography)

1,401. Alloway, David and F. Cordasco. *Minorities and the American City: A Sociological Primer for Educators*. New York: David McKay. 1970.

1,402. Anastasiow, Nicholas J. and Espinosa, Iraida. "The Guadalajara Project: An In-Service Approach in Training Teachers in Spanish." *California Journal for Instructional Improvement*. (October, 1968).

Discusses a project conducted in Palo Alto, California.

1,403. Anderson, James F. *Teachers of Minority Groups: The Origins of Their Attitudes and Instructional Practices*. Las Cruces, New Mexico: New Mexico State University. 196. 72pp. (ED 026 192)

This study was designed to gain some understanding of the origin of teacher attitudes and instructional methods when dealing with Mexican-American students.

A questionnaire was developed to question teachers about their academic background, experience, career aspirations, instructional practices, and attitudes toward students, parents and special programs for disadvantaged minority students; it was administered to 72 mathematics teachers in three districts in South El Paso. Factor analysis was used to clarify the complex variables among teachers. Results suggest that the kind of professional training they receive may have some effect on teacher' attitude toward minority groups. Teachers' approaches to teaching Mexican-Americans, views regarding compensatory and bilingual programs, evaluation of student ability and progress, and the kind of student they enjoyed teaching were all related to their professional training and career aspirations. There are many charts and figures illustrating the narrative, and the teacher questionnaire is included. (ECK)

1,404. Arapoff, Nancy. "Writing, a Thinking Process." *TESOL Quarterly*. 1:2 (June, 1967).

Explains why teaching writing is different from teaching other language skills. Presents a new method for teaching writing: an approach involving "transformations" in narration, paraphrase, summary, factual analysis, argumentative analysis, evaluation of arguments, and critical review.

1,405. Armas, José. *Cultural Communications*. Paper presented at the Sixth Annual TESOL Convention. Washington, D.C., March 1, 1972. 29pp. (ED 064 998)

It is too often taken for granted that the communication process with culturally different children takes place as readily as it might with children from Anglo cultures. Most teachers receive training in verbal and formal communication skills; children come to school with nonverbal and informal communication skills. This initially can create problems of communication breakdown. To complicate the situation, nonverbal messages that do not support verbal communication messages assure communication breakdown. This paper proposes cultural differences as the number one consideration for the school when it deals with children from different cultures and provides recommendations for teachers, curriculum, and community on affecting the change required to meet the educational needs of the culturally different child. (RIE)

1,406. Baca, Joseph Donald. A Comparative Study of Differences in Perception of Mexican American Students Between Anglo and Mexican American Secondary School Teachers in Dona Ana County (New Mexico). Specialist in Education thesis submitted to New Mexico State University, Las Cruces, New Mexico. July 1972. 131p. (ED 065 218)

1,407. Barbour, Elizabeth et al. Teaching Foreigners. San Antonio. 1916. 19pp.

1,408. Bathurst, Effie G. "Inter-American Understanding and the Preparation of Teachers." U.S. Office of Education Bulletin No. 15. 1946. 100pp.

1,409. Baty, Roger M. Reeducating Teachers for Cultural Awareness: Preparation for Educating Mexican-American Children in Northern California. Praeger Special Studies in U.S. Economic and Social Development Series. New York, New York: Praeger Publishers. 1972. 147pp.
(ED 066 545)

1,410. Blatchford, Charles H. A Theoretical Contribution to ESL Diagnostic Test Construction. Paper presented at the Fifth Annual TESOL Convention, New Orleans, Louisiana, March 7, 1971 12pp. (ED 055 484)

A diagnostic test in English as a second language should be a series of miniature tests on specific problems. Subscores in each area should be considered rather than a total score. The results should be used to probe mastery in an area rather than provide the means for comparing one student against another. The statistical reliability of the results does not necessarily depend on test length. The teacher should look at each item for each student rather than the score and should spend more time studying the analysis of each student's test. The criterion of the percent of correct decisions may be a more meaningful measure than ascertaining the traditional coefficients of reliability. Tables provide the statistical data under consideration. (RIE)

1,411. Bowen, J. Donald. "Maximum Results from Minimum Training." TESOL Quarterly. 3:1 (March, 1967).

Contrasts the goals of long-term and short-term training programs. Presents the potential weaknesses of NDEA Institutes and Peace Corps-type programs and suggestions for strengthening these programs, including an analysis of the training cycle. (NYS bibliography)

1,412. Bracy, Maryruth. "Controlled Writing vs. Free Composition." *TESOL Quarterly*. 5:3 (September, 1971), pp. 239-246.

The purpose of this paper is to offer some suggestions for those who have tried to tackle the area of free (or advanced) composition. The suggestions, based on a review of the literature and on my experience in teaching composition courses at UCLA, center around the following three areas: 1) the revision of current classes in intermediate English so as to teach free composition instead of merely advanced controlled writing; 2) the unwanted and partially-opened Pandora's box of composition correction coupled with the question of what students do with the 'corrected' compositions to affect change and improvement in their writing techniques and use of language; and 3) the improvement of the over-all composition-teaching approach. (from the article)

1,413. Bracy, Maryruth (ed.). *Workpapers in English as a Second Language, Volume III.* Los Angeles: UCLA, 1969, 96pp. (ED 054 666)

Several articles discuss teaching and learning a second language and practical considerations in second language learning such as reading and writing skills, the use of poetry, the concept of style among elementary school children, and procedures and objectives for analyzing classes. One article concerns attitudes toward the teaching of a particular pronunciation of English. Also contains abstracts of Masters Theses completed by students studying TESL. (RIE)

1,414. Bracy, Maryruth (ed.). *Workpapers in Teaching English as a Second Language, Volume IV.* Los Angeles: UCLA, 1970, 130pp. (ED 054 664)

Several articles concern topics on language instruction: the art of language teaching, bilingual education, literature study, composition writing, testing by dictation, problems of elementary school teachers, English curriculums for non-English speakers, computer applications and second language learning. Others concern language-teacher preparation: suggested areas of research by Masters-Degree students and programs for specializing in teaching English to the disadvantaged. Papers on linguistic theory include diacritics in modern English graphology and the pragmatics of communication. Abstracts of Masters theses approved during the year are also included. (RIE)

1,415. Brice, Edward Warner et al. *Teaching Adults the Literacy Skills*. Washington, D.C.: General Federation of Women's Clubs. n.d. 112p.

1,416. Briggs, Frances M. "As Five Teachers See Themselves." *Educational Forum*. 28:4 (May, 1964). pp. 389-397. (reprinted by Migration Division, Commonwealth of Puerto Rico, 1965).

1,417. Brown, T. Grant. "In Defense of Pattern Practice," *Language Learning*, 19:3 and 4 (December, 1969).

Even though transformational grammar has shown the inadequacy of the pattern concept and behaviorist theories have been shown to be unable to account for first language acquisition, pattern practice still seems to be of vital importance to students of foreign languages. (NYS bibliography)

1,418. Cabrera, Patricia (comp.). *An Introductory Bibliography for Teachers of English to Speakers of Other Languages.* 1965. (ED 016 914).

1,419. Carter, T. *Preparing Teachers for Mexican-American Children*. Las Cruces, New Mexico: ERIC Clearinghouse on Rural Education. 1969.

1,420. Carroll, John B. "A Primer of Programmed Instruction of Foreign Language Teaching," *International Review of Applied Linguistics*, 1:2 (Special Issue, 1963) (Reprints available from MLA).

A general introduction to methods of programmed instruction and its application to the teaching of foreign languages. (NYS bibliography)

1,421. Cintron de Crespo, Patria. *Puerto Rican Women Teachers in New York: Self Perception and Work Adjustment as Perceived by Themselves and Others*. Unpublished Ph.D. Dissertation Columbia University. 1965.

1,422. "City College da satisfacción a maestra boricua." *El Diaro de Nueva York.* (July 30, 1952). pp. 1, 17.

1,423. Concepción, Abigail Díaz de. *Resources in Which the Lives and Culture of Puerto Rican Students Will Aid in the Understanding and Use of Basic Concepts in Social Psychology*. Unpublished Ph.D. Dissertation, Columbia University. 1960.

1,424. Cook, Katherine M. "Opportunities for the Preparation of Teachers of Native and Minority Groups." Bulletin No. 77, U.S. Office of Education. 1937. 11pp.

1,425. Cordasco, F. and Bucchioni "Institute for Preparing Teachers of Puerto Rican Students." *School and Society*. Vol. 100 (Summer 1972). pp. 308-309. (EJ 059 480).

The authors note that there is a lack of specially trained teachers to deal specifically with Puerto Rican students and propose a Staff Development Institute for Elementary and Secondary School Teachers of Puerto Rican Students. A team of four teachers and other personnel is suggested to insure a variety of professional skills. Some of the topics to be studied in the institute would be the Puerto Rican culture and experience in the United States;

remedial reading, English as a Second Language and guidance for Puerto Rican students; conversational Spanish; and bilingual education. Criteria for participants, especially commitment to the education of Puerto Ricans, are listed. The authors suggest that funds from the Elementary and Secondary Education Act may be used to help defray the costs of the program. (ECK)

1,426. Crespo, Patricia Cintrón de. *Puerto Rican Women Teachers in New York: Self Perceptions and Work Adjustment as Perceived by Themselves and Others*. Unpublished Ph.D. Dissertation, Columbia University. 1965.

1,427. Cross, William C. and Bonnie Maldonado. "The Counselor, the Mexican-American and the Stereotype." *Elementary School Guidance and Counseling*. 6:1 (October, 1971). pp. 27-31. (EJ 044 910)

To understand the cultural differences of Mexican-Americans the authors recommend an internship within the barrio or the inclusion of Mexican-American history or culture courses in the Anglo counselor's program of study. (CIJE)

1,428. Decaney, Fe R. *Techniques and Procedures in Second Language Teaching*. Phillipine Center for Language Study, Monograph Series No. 3. Dobbs Ferry, New York: Oceana Publications, Inc., 1967, 538pp.

The reader should keep in mind that this book was primarily created to help Filipino teachers of English. It was written for the classroom teacher who needs a wide variety of aids in presenting, drilling and testing the material she is teaching. The author did not intend it to be a sophisticated treatise on linguistics. Thus, linguists might object, and with some justification, to the cursory treatment of terms like phonemes, allophones and phonetics. The book includes ways in which the structures of English can be effectively presented by means of dialogues, visuals, stories, newspaper articles and comic strips. (from MLJ review LIV:4 rev.)

1,429. *De Todo un Poco (A Little of Everything)*. Chicago Public Schools, Illinois. Washington, D.C. Office of Education. March 1972. 137p. (ED 066 082)

This document seeks to underline the importance of cultural awareness by providing examples of the folkways, customs, art, traditions, and life styles of different ethnic groups. Included here are teaching techniques designed to motivate understanding of the universality of man and to show how cultural differences enrich everyone's life. Suggestions are offered to teachers, and examples of activities for and by students are provided. The document concerns such diverse topics as free pamphlets available on bilingual and bicultural education, statistics on foreign speakers in Chicago, communication problems, international geographical facts, and cultural insights into many different countries, especially through the eyes of children from those countries. (RIE)

1,430. Dinsmore, Cyrena B. Teacher Guide for English Speaking. Albuquerque, New Mexico: Home Education Livelihood Program. 1967. 139pp. (ED 017 347)

1,431. Dulay, Heidi and Jeffrey Shultz. Crosscultural Miscommunication in the Classroom. Cambridge, Massachusetts: Languag Research Foundation. New York, New York: Ford Foundation, paper presented at the joint annual meeting of the Society for Applied Anthropology and the American Ethnological Society, Montreal, Quebec, April 8, 1972. 36p. (ED 064 439)

Communication between students and teachers is a basic requirement for learning to take place in a classroom. Like words and phrases, behaviors carry specific meanings which may vary across cultures. When teachers are not aware of cultural differences, when they assume that a behavior has a particular meaning while students assume it has another, then there is a misunderstanding--a breakdown in communication. One basic reason for the failure of Puerto Rican students in mainland classrooms is the lack of communication between them and their Anglo teachers--due to a lack of cross-cultural sensitivity. The purpose of this research project was to find evidence of culture conflicts, resulting in miscommunication between Puerto Rican students and Anglo students. Four classes in a Boston public school were observed and tape recorded, and information compiled on Puerto Rican culture and the Anglo teacher subculture. The findings encompassed instances of miscommunications manifested by the behavior of the students and teachers which could be explained by their respective cultural norms. (RIE)

1,432. Ekmekci, Oxden. Teaching Composition through Comprehension: A Survey of Teaching English Composition to Foreign Students and Its Application to the English Program at the Middle East Technical University in Turkey. Master's thesis, University of Texas at Austin. August 1971. 97p. (ED 060 739)

1,433. English Language Services, Inc. ELS Teacher Education Program. Washington, D.C., 1967.

An experimental multi media self-instructional course in the techniques of TESOL. Designed for an estimated 200 hours of self-paced independent study in order to provide well-trained new teachers without a professional training staff. Course includes: (1) 26 programmed workbooks covering English phonology and grammar, principles of language learning, classroom techniques, and general teaching methodolody; (2) 163 8mm sound films; (3) 140 audio tapes; (4) 20 packages of worksheets, participation forms, and other training aids; and (5) 28 volumes of professional reference books in linguistics, methodology, phonology and grammar. The trainee reads lessons, listens to tapes, observes demonstration films and practice teaches in simulated classroom situations. (RIE)

1,434. Epstein, Erwin H. and Joseph J. Pizzillo, eds. A Human Relations Guide for Teachers: Linguistic Minorities in the Classroom. Wisconsin State Department of Public Instruction, Madison. 1972. 101pp.
(ED 066 417)

This resource book is a collection of articles and reports of classroom observations, discussion questions, learning strategies, and suggested classroom activities appropriate to various curricular areas such as language arts and social studies on topics that often arise in the schooling of children from minority groups, especially from linguistic minorities. Its purpose is to enlighten teachers and school personnel about the implications of educating children of diverse cultural backgrounds, especially Mexican Americans, Puerto Ricans, and American Indians to accept an "American" ethnic and ideal. (RIE)

1,435. Espinoza, Marta. Cultural Conflict in the Classroom. Speech to TESOL Convention, New Orleans, 1971, 7pp.
(ED 054 669)

A cultural conflict exists between the Mexican-American child and the Anglo teacher within the classroom situation. Punishment for adherence to his own culture results in loss of identity for the child and increases his tendency toward what may be termed deviant behavior. The more weighted the school curriculum is toward the middle-class Anglo expectations, the more difficult it will be for the child to participate. A positive attitude must be established and the cultural gap must be bridged; total acceptance of the validity of another culture is what should and must be the end goal.(RIE abridged)

1,436. "'Ethno-lematics': Evoking 'Shy' Spanish American Pupils by Cross-Cultural Mediation." Adolenscence. Vol. 6, no. 25 (Spring 1972). pp. 61-76.
(EJ 055 587)

1,437. Finocchiaro, Mary. English as a Second Language: From Theory to Practice. New York: Regents Publishing Company. 1964. $1.95. (paper). 143pp.

Designed for beginning and advanced teachers. Presents background reading for language learning and teaching, based largely on author's experience. Includes suggestions for preparing curriculum, developing language skills, materials, techniques and testing. (PREP on B.E. rev.)

1,438. Finocchiaro, Mary. "A Suggested Procedure in the Teaching of English to Puerto Ricans." High Points. (May, 1949). pp. 60-66.

1,439. Finocchiaro, Mary. Teaching Children Foreign Languages. McGraw-Hill 1964.

Non-technical guide with specific examples of tested classroom procedures. Includes chapters on techniques, teacher attitude, development of language skills, making teaching effective, and the preparation and adaptation of materials. Bibliography and glossary of useful terms. (NYS bibliography)

1,440. Finocchiaro, Mary. Teaching English as a Second Language: In Elementary and Secondary Schools; rev. ed. Harper and Row. 1968 478pp.

Updated version brings together theories in general education, second language teaching and applied linguistics. Emphasis remains on the activities approach, stressing cultural orientation as an important aim in language learning. Practical suggestions for teachers and supervisors. (NYS bibliography)

1,441. Finocchiaro, Mary and Michael Bonomo. The Foreign Language Learner: A Guide for Teachers. New York: Regents Publishing Company. $3.95.

A comprehensive professional guide in the field of foreign or second language learning. Includes topics such as determining beginning proficiency levels, planning the curriculum, classroom utilization of teaching materials, and ways of evaluating student achievement and teaching efficiency. Useful as a reference book or for teacher training. (catalog)

1,442. Fowler, Mary Elizabeth. Teaching Language, Composition, and Literature. New York: McGraw-Hill. 435pp.

Provides a thorough study of areas of major concern to the teacher of secondary English: language, composition, and literature. Specific teaching suggestions; assignments in linguistics, usage, and composition; and thematic teaching units in biography, drama, the novel, and nonfiction are among the special features of this text. (NYS bibliography)

1,443. Francis, W. Nelson. The Structure of American English. New York: The Ronald Press. 1958.

Intended for a one-semester course in the English language for prospective teachers. Attempts to synthetize "current linguistic knowledge, especially as applied to present-day American English." (Hefferman-Cabrera)

1,444. Fries, Charles C. Linguistics and Reading. New York: Holt, Rinehart and Winston, 1963.

A survey of developments in modern linguistics relative to the teaching of reading in English. Includes historical surveys of methods of teaching reading and the development of modern linguistics. Discusses the nature of the reading process, the place of phonics, and the development of English spelling; also suggests essentials for a linguistic approach in the development of materials and methods to teach reading. (NYS bibliography)

1,445. Fries, Charles C. Teaching and Learning English as a Foreign Language. Ann Arbor, Mich.: University of Michigan Press, 1945. (paper)

Still useful more than 25 years after its publication, this work contains information in support of the theory behind the linguistic approach to teaching and learning English as a foreign language. There is much emphasis on the use of the oral approach based on a contrastive analysis of the learner's language. (NYS bibliography)

1,446. Gaarder, Bruce et al. Bilingualism From the Viewpoint of the Administrator and Counselor. paper for Southwest Council of FL Teachers, El Paso, Texas, 1966, 18pp.
(ED 018 286)

The most difficult problem in bilingualism is that of gaining favorable administrative attitude and policy. Bilingual schooling is profitable because it makes for superior educational achievement and students can learn best through their mother tongue. Through this approach, biculturalism can be achieved, rather than the cutting of ties from the original culture. Included are a supporting bibliography and an appendix which describes a number of bilingual projects in various schools. (RIE)

1,447. García, Ernesto F. Modification of Teacher Behavior in Teaching the Mexican-American. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory. 1970. 1pp.
(ED 047 971)

1,448. Greenstein, Raymond and Moises Tirado. Operation P.R.I.M.A. - RECLAIM. (Recruitment of Teachers of Puerto Rican Extraction). 1966.
(ED 010 775)

1,449. George, H.V. Common Errors in Language Learning. Rowley, Mass.: Newbury House Publishers. 1971. $4.95 (paper).

Provides basic guidelines to the causes and prevention of students' errors in foreign language learning. Incorporates a modern theory of language learning pedagogy based on the errors made by learners of a second language. Presupposes no previous linguistic training on the part of the reader. (catalog)

1,450. Greenstein, Marvin N. "Puerto Rican Children." Pathways in Child Guidance. 2:4 (June, 1960). pp. 1-3.

1,451. Halliday, M.A.K.; Agnes McIntosh; and Peter Strevens. The Linguistic Sciences and Language Teaching. Bloomington: Indiana University Press, 1964.

A study of the application of modern linguistics to problems of language teaching. The linguistic theory embodied is mostly derived and developed from the works of Firth. The applications cited are largely directed towards ESL teaching. Provides valuable insights into the nature and structure of English. (NYS bibliography)

1,452. A Handbook for Teachers of English (Americanization - Literacy). rev. ed. Sacramento: California State Department of Education. 1967. (ED 016 191)

1,453. Harris, David P. Testing English as a Second Language. New York: McGraw-Hill, 1969. 151pp.

The objective of this book is to enable the ESL teacher to improve his own classroom measures and to make sound assessments of standardized tests which he may be asked to select, administer and interpret. The opening chapters introduce the general purposes and methods of language testing. Following chapters describe specific techniques for testing grammar, vocabulary, etc., and the processes involved in constructing and administering tests and interpreting the results. The final chapter offers procedures for calculating a few basic test statistics. Text does not assume previous training in tests and measurements or knowledge of advanced mathematics. (NYS bibliography)

1,454. Hausler, Jeanette. Selling a Book. Dade County Public Schools, Miami, Florida. 1971. 24pp. (ED 062 876)

Intended primarily for use with Spanish-speaking students from South and Central America and the Caribbean who have migrated to the United States, this text outlines ways to develop interest in reading good literature. The main literary theme reflected through the literary selections concerns the worldwide problem of maintaining an ecological balance between nature and mankind. Performance objectives are prescribed which help develop skills related to literary analysis, vocabulary development, and oral expression. The guide is written principally in Spanish. (RIE)

1,455. Heffernan-Cabrera, Patricia. A Handbook for Teachers of English to Non-English Speaking Adults. Washington, D.C.: Center for Applied Linguistics, 1969. (paper)

An introduction to and summary of the field, including sections on the why and who of TESOL teaching, some how's of TESOL teaching, some what's to teach, some kinds of evaluation and a bibliography. (NYS bibliography)

1,456. Hendricks, Herbert W. "The Mexican-American Student and Emigrated Values." College Student Journal. 5:2 (September-October, 1971). pp. 52-54.

The author believes that the teacher should serve as a model of conduct for his students in the eyes of Mexican students. With a solid foundation of tradition brought into the schools by these children, teachers would receive the kind of support needed to conduct a program adaptable to their needs. (CIJE)

1,457. Jakobovits, Leon A. The Encounter-Communication Workshop. June 1970. 47pp.
(ED 062 883)

This paper outlines a program of inservice training for teachers and administrative school personnel designed to foster a better understanding of the problems involved in the education of children from minority groups within an educational system that is defined and administered by the cultural interests of the dominant social or national community. The Encounter-Communication Workshop, a program of study conducted in the bilingual school setting, is designed to give the individual a better understanding of himself within the context of interpersonal communication. The study program involves two types of activities: an objective analysis of role dyadic interactions in the school in terms of a linguistic-communication model, and an analysis of the subjective aspects of interpersonal relations, including social contracts, trust, risk-taking, self-image and its management, and personal metaphysics. (RIE)

1,458. Jakobovits, Leon A. Foreign Language Learning: A Psycholinguistic Analysis of the Issues. Rowley, Mass.: Newbury House. 1970.

A critical examination of psycholinguistic implications and psychological and physiological aspects of foreign language learning, compensatory foreign language instruction, problems in the assessment of language learning, and foreign language aptitude and attitude testing. Presents an approach that, the author contends, is adaptable to any method the teacher currently uses to understand and take into account the strategies of the learner. (NYS bibliography)

1,459. Klingstedt, Joe Lars. Teachers of Middle School Mexican American Children: Indicators of Effectiveness and Implications for Teacher Education. Washington, D.C.: Office of Education. (1972). 46p.
(ED 059 828)

A summary of research and related literature on the problem of identifying indicators of teacher effectiveness, this publication is divided into three sections: (1) traditional indicators of teacher effectiveness in terms of good teaching procedures and desirable personality characteristics; (2) new trends in identifying indicators of teacher effectiveness; and (3) implications for teacher education in the form of a teacher education model--with suggestions for further study. A bibliography of 83 citations is included. (RIE)

1,460. Krear, Serafina and Frank Voci. The Role of the Teacher Aide in Second Language Programs. California Association TESOL Newsletter. Vol. 3, no. 3. Spring 1972.
(ED 061 798)

To investigate the role of the teacher aide in second language programs, the California Association of Teachers of English to Speakers of Other Languages (CATESOL) has issued a questionnaire to teacher aides in the Title VII bilingual projects in California. The questionnaire and conclusions drawn from replies are presented here. Information is provided on the attitudes, background, and activities of teacher aides. An increasing number of paraprofessionals can be found in second language programs, but the oversupply of certified teachers is likely to curb the need for and the growing number of teacher aides. (RIE)

1,461. Kreidler, Carol J. and Dorothy A. Pedtke (eds.). Teaching English to Speakers of Other Languages; United States: 1969. 1970.
(ED 040 393)

The report summarizes a number of United States activities in or related to the teaching of English to speakers of other languages. Sources of information include reports from federal, state, and city government agencies; articles and notices in newsletters and professional journals; brochures; and personal contact. Sections cover (1) English language teaching and teacher training in the United States; (2) English language teaching and teacher training overseas; and (3) materials, testing and research. An index of organizations and addresses is appended. (from the document)

1,462. Lado, Robert. Language Teaching: A Scientific Approach. New York: McGraw-Hill, 1964. (paper) 239pp.

Presents a scientific approach to language teaching, including linguistic background, language learning, teaching techniques, testing, use of language laboratories and other aids, reading, writing, cultural content, literature, teaching machines and programmed learning. Contains many practical suggestions for language teaching. (NYS bibliography)

1,463. Lado, Robert. Language Testing: The Construction and Use of Foreign Language Tests. New York: McGraw-Hill, (1961).

Contains discussions of construction and use of language tests. Suggests types of tests and describes the theory and practice of refining and standardizing tests. (NYS bibliography)

1,464. Lado, Robert. Linguistics Across Cultures: Applied Linguistics for Language Teachers. Ann Arbor, Mich.: University of Michigan Press. 1957. (paper)

Uses non-technical vocabulary in demonstrating the role that descriptive linguistics can play in a language-teaching situation. Compares sound systems, grammatical structures, vocabulary systems and cultural patterns. (NYS bibliography)

1,465. Lefevre, Carl A. *Linguistics and the Teaching of Reading*. New York: McGraw-Hill 264pp.

Presents the fundamentals of structural linguistics, the study of language as it is spoken. The sound system of American English is described accurately from the smallest to the largest unit, since speech is considered basic to all language learning. A special chapter dealing with the musical qualities of spoken English is quite comprehensive. (NYS bibliography)

1,466. Leo, Paul F. *The Effects of Two Types of Group Counseling Upon The Academic Achievement of Mexican-American Pupils in the Elementary School*. Ph.D. dissertation, University of the Pacific, Stockton, California. Washington, D.C.: Office of Education, Cooperative Research Program. January 1973. 143p. (ED 059 002)

1,467. Libbish, B. (ed.) *Advances in the Teaching of Modern Languages*. New York: Macmillan, 1964.

A collection of articles from British and other authors concerning advances in language teaching due primarily to the influence of the oral approach. Articles discuss methods, trends and techniques in many nations. (NYS bibliography)

1,468. Littlejohn, Joseph E. *A Handbook for Teachers and Aides of the Choctaw Bilingual Education Program*. Southeastern State College, Durant, Oklahoma. August 1971. 2[illegible]pp. (ED 054 902)

1,469. Magee, Bettie and Others. *A Description of Simulation Technique to Develop Teacher and Counselor Empathy with the Spanish-Speaking Student*. 1972. 4pp. (ED 065 254)

1,470. *A Manual for the Teaching of American English to Spanish-Speaking Children in Puerto Rico*. Puerto Rico: Department of Education. 1949. 674pp.

1,471. Marquardt, William F. "The Training of Teachers of English as a Second Language in the Peace Corps," *Language Learning*, 12:2, (1962).

Presents concepts and skills desirable for and of importance to elementary and secondary ESL teachers, supervisors and teacher-trainers. (NYS bibliography)

1,472. Medina T., René. "Planeamiento de la unidád didactica en la ensenanza del inglés como idioma extranjera (Planning the Teaching Unit in the Instruction of English as a Foreign Language)." Lenguaje y Ciencias. Vol. 11, no. 2 (June 1971). pp. 44-54.
(ED 057 655)

This paper discusses the use of the teaching unit as a means for organization in English-as-a-foreign-language classes. It lists the essentials in the construction of such a unit: cultural topics, linguistic elements, time period, main objectives, instructional materials, focus, specific activities, intended results, evaluation techniques and bibliographies for students and teachers. An example of a teaching-unit plan is provided, including content material, main objectives and introductory activities. Activities for six classes are described along with optional and concluding activities for three other classes. Means for evaluation are presented; bibliographies for students and teachers are included. (RIE)

1,473. Michel, Joseph. The Preparation of the Teacher for Bilingual Education. Speech presented at Edinboro State College, Edinboro, Pennsylvania, February 4, 1972. 21p.
(ED 063 830)

This document contains a proposed curriculum for a Bachelor of Sciences program in elementary education with an academic concentration in bilingual education for Spanish-English bilinguals. A questionnaire sent to selected individuals provided ideas on some of the issues and problems discussed. The questionnaire, included with results, covers general considerations, training in linguistics, training in English and Spanish, competence in Spanish, training in culture, training in methodology, practice teaching, training in educational foundations, and training in testing. Suggestions for the teacher education curriculum are presented along with explanations. The program developed here is weighted toward the language arts. Several basic ideas for the preparation of the teacher for bilingual education are listed. (RIE)

1,474. Migrant Education Tutorial Aide Training Manual. Butte County Superintendent of Schools, Oroville, California: California State Department of Education, Sacramento. Bureau of Community Services and Migrant Education. Washington, D.C.: Office of Education. Office of Programs for the Disadvantaged. (1971). 263pp.
(ED 060 976)

Designed by California's Region II Office of Migrant Education to aid in training teacher aides working with migrant children, this manual outlines activities used in teaching by the aides. Each activity is described in terms of the concept to be taught, the tutorial skill required, standard instructional media, rationale for the media, expected learner response, and the criterion test (what the aide will actually do). Activities are provided for 33 arithmetic concepts, 68 reading concepts, and 20 English as a second language concepts for grades K-3. Also included is a list of 50 English survival words considered essential to non-English-speaking children in order that their immediate needs are met. (RIE)

1,475. Mir, Sister Margarita María. Training of Paraprofessionals in a Teacher Education Program for Puerto Rico, Ph.D. Dissertation, Columbia University. 1972.
(Dissertation Abstractions International. Vol. 33 (1972). p. 214-A).

The objectives of the study were to assess the needs of Puerto Rican schools and to investigate the idea of the paraprofessional could be used to alleviate the overcrowding and understaffing now at the critical stage in Puerto Rican schools. Paraprofessionals in four New York City schools were interviewed and observed in practice to provide data on the responsibilities and working relationships of the paraprofessional within the school system. Nineteen recommendations for the implementation of a paraprofessional program are included. (DH)

1,476. Mulvaney, Iris. "Teaching Students from Bilingual or Non-English-Speaking Homes." Audiovisual Instruction. Vol. 10 (January 1965). pp. 34-35.

1,477. McCullough, Constance M. Preparation of Textbooks in the Mother Tongue: A Guide for Those Who Evaluate Textbooks in Any Language. New Delhi, India: Department of Curriculum, Methods and Textbooks, 1965. (paper)

Although designed primarily for those who are to develop or evaluate textbooks in language, this study can serve as a guide for the use of texts already in print. Particularly relevant chapters include: "The Study of Children's Spoken Vocabulary," "Approaches to Teaching the Reading of a Language," "Controlled Vocabulary," "The Meaning Dimensions of a Word," and "Bases for Evaluation of a Language Text and Related Materials." (NYS bibliography)

1,478. McGrail, Richard F. The Relationships Between the Organizational Climate of Schools and the Personality Characteristics of Teachers: A Puerto Rican Sample. Unpublished Ph.D. Dissertation, Boston College. 1970.
(Dissertation Abstracts. 31:10 (1971). pp. 5085A-5806A).

The purpose of the study was to relate the organizational climate of schools with teacher personality characteristics. The study was conducted in the Bayamón Norte School District in Puerto Rico; the results were returned by 309 teachers from 8 secondary schools and 15 elementary schools. McGrail used the Organizational Climate Index (OCI) developed by Stern and Steinhoff to establish the climate measures and the Sixteen Personality Factor Questionnaire (16 PF) developed by Cattell to assess the teachers' personality characteristics. Analysis of the data indicated 10 relationships which were significantly correlated at all 3 levels of analysis:

1. Individual teachers compared on OCI and 16 PF
2. Correlation of school measures for OCI and individual teacher scores on 16 PF
3. Comparison of various schools in terms of mean scores for each school of all teachers in given school on OCI and 16 PF.

Only 3 of the 6 OCI factors were involved: Fantasy Climate, Orderliness, and Fearful Climate; Four 16 PF factors were found to be significantly correlated with Fantasy Climate: Assertive, Happy-go-lucky, Venturesome, and Extraversion. The 16 PF factors called Humble, Tenderminded, and Tenderminded Emotionality were significantly related with both Orderliness and Fearful Climate of all 3 levels. Further analysis showed that the elementary school teachers in the sample saw their schools as being more Supportive, Orderly, Affective, and Fearful than did Secondary school teachers. Female teachers, more than male teachers, perceived their schools as Orderly and Fearful; and private school teachers rated their schools higher than did the public school teachers on all 6 factors, with 4 showing a significant difference: Supportive, Orderliness, Affective and Fearful. (DH)

1,479. McIntosh, Lois. How to Teach English Grammar, 1967. 19pp. (ED 012 438)

Presents a discussion of the basic tenets of teaching English grammar to non-native speakers, as followed in the ESL program at UCLA. The introduction of grammar points to be practiced and the generalization process which follows are described in non-technical language. Various types of drills illustrate implementation of the grammar lesson. Particular importance is given to the age levels of the students as affecting the type of grammar presentation. (RIE)

1,480. McRae, Susan. Relations Between Teacher Bilingualism in Spanish and English and Attitudes Toward a Bilingual Television Program. Washington, D.C. Office of Education. August 1972. (ED 066 033)

1,481. Naun, Robert J. Comparison of Group Counseling Approaches with Puerto Rican Boys in an Inner City High School. Ph.D. Dissertation, Fordham University. 1971. (Dissertation Abstracts International: (August 1971) Vol. 32 (2-A). p 742-743).

The purpose of this study was to ascertain if different approaches to group counseling would have different effects on 31 ninth and tenth grade Puerto Rican boys from an inner city high school. Ss were randomly assigned to three groups: 1) a group receiving interventionist counseling based upon the theory of Glasser's Reality Therapy, 2) a group receiving non-interventionist counseling based upon Rogers' theory, and 3) a group receiving no counseling at all. In order to compare the effects of the different approaches, all Ss were administered the Occupational Aspiration Scale (O.A.S.) at the beginning and at the end of the group counseling sessions. For additional data, each of the S's teachers was asked to rate the subject as he was at the beginning of the term and at the end; grade averages, attendance, lateness percentages and number of disciplinary referrals were computed for each Ss. Results of the analysis of the data indicate that the different approaches to group counseling employed in this study did not produce any significant changes in occupational aspiration level as measured by the O.A.S. or in school or teacher ratings. When each of the experimental groups was compared to the control group no significant difference was found in occupational aspiration level or school behavior. (DH)

1,482. New York City, Board of Education. Teaching English as a New Language to Adults. Curriculum Bulletin: 1963-64. Series No. 5. New York: New York Superintendent of Schools. 1964. 180pp.

A presentation of guiding principles and methods for teaching beginners through advanced students with references for teachers.

1,483. Ney, James W. "The Oral Approach: A Reappraisal," Language Learning, 18:1 and 2, (June, 1968).

Discusses criticisms of audio-lingual approach by psychologists and transformational linguists, discriminating between those that are justified and those which are not. Suggests that many objectives have been anticipated by language teachers who have not been too doctrinaire. (NYS bibliography)

1,484. Ney, James W. "Predator or Pedagogue?: The Teacher of the Bilingual Child." English Record, 21:4 (April, 1971). pp. 12-18. (ED 053 602)

Cultural factors should be taken into consideration in a bilingual education program. The cultural background of students learning English as a second language should not be regarded inferior. A realistic analysis of a student's language capability must be made so that his language-learning problems can be recognized and solved as much as possible. The student must be able to cope with the English used in the classroom, and teaching materials must be developed to handle those problems. Instruments of measurement must be used to determine the linguistic capability of the student. (RIE)

1,485. Pascual, Henry W. ed. Reading Strategies for New Mexico in the 70's Resource Guide No. 2. January 1972. 29p. (ED 061 022)

The three papers in this resource guide are oriented to the needs of Spanish-surnamed and Indian children. The first paper points out three concerns to be examined before selecting reading materials: (1) the population for whom selection is planned, (2) criteria emphasizing children's needs, and (3) apparent trends in reading instruction. The second paper stresses teacher-student interaction, diagnostic teaching, and classroom management in the elementary school. The author feels that standardized tests, especially their norms should not be used with minority groups, but that the informal reading inventory is best for these children. The third paper observes that schools are serving the interests of the dominant social forces, and that while unable to reform schools, teachers can humanize their classrooms by examining and revising certain beliefs which can lead to anti-humanistic school practices. References are included. (RIE

1,486. Past, Ray et al. Bilingualism - From the Viewpoint of Recruitment and Preparation of Bilingual Teachers. 1966. 19pp. (ED 018 297)

1,487. Paulston, Christina Bratt. "The Sequencing of Structural Pattern Drills", TESOL Quarterly. 5:3 (September, 1971). pp. 197-208.

This article is an attempt to re-examine the role and function of structural pattern drills in language learning. The first part of the paper seeks to examine the relevant literature pertaining to drills in order to (1) bring together some of the major references for examining areas of concord and disagreement and (2) to consider the implications for language teaching. The second part of the paper proposes a theoretical classification of structural pattern drills, incorporating the implications found relevant, in order to allow a sequencing of drills which will provide a more efficient working model for the classroom. (from article)

1,488. Pickett, G.D. "A Comparison of Translation and Blank-Filling as Testing Techniques," English Language Teaching, 23:1 (October, 1968).

Points out the advantage of translating over slotfilling as a testing technique. (NYS bibliography)

1,489. Politzer, Robert L. "Toward Psycholinguistic Models of Language Instruction." TESOL Quarterly. 2:3 (September, 1968).

Discusses the congruence and clash of psychological and pedagogical principles in language teaching and the use of linguistic and psychological principles as tools in the analysis of the teaching process. Analyzes typical lessons. (NYS bibliography)

1,490. Potts, Alfred M. "Teaching the 'Big City' to the Migrant Child." Audiovisual Instruction. Vol. 10 (January 1965). pp. 37-38.

Stresses the importance of audio-visual/non-verbal materials for the teacher of migrant "bilingual" children. Since verbal competence is limited at the outset, "seeing things" will contribute considerably to the meaningfulness of things, ideas and words, and therefore aid in language association and acquisition. (DH)

1,491. Puerto Rican Culture as it Affects Puerto Rican Children in Chicago Classrooms. Chicago: Chicago Board of Education. 1970. 20pp. (ED 052 277)

Designed to develop better understanding and greater appreciation between the Puerto Rican child who enrolls in the Chicago public schools and his classroom teacher. Presents those aspects of the culture which would be likely to affect the child's classroom behavior. It is considered that an informed teacher may be able to assist the bicultural child to a considerable degree. (RIE revised)

1,492. Puerto Rican Forum, Inc. Instructor's Curriculum Guide; Building Services Personnel. New York: Puerto Rican Forum, Inc. 1970. 83pp.
(ED 038 645)

This B.O.L.T. curriculum guide based on an audiolingual method of language training, consists of 20 lessons representing 50-100 hours of classroom instruction including structured "Shop Talk", visits by the supervisors, tours of the job sites, actual on-the-job sessions emphasizing the vocabulary and/or structures related to a particular job skill, and post course testing. Directed to hospital building services personnel, the materials in this guide may be adapted to suit other job areas by changing pertinent vocabulary and reading materials. (RIE abridged)

1,493. "The Puerto Ricans in New York City: Background Information for Teachers." Curriculum and Materials. 18:3 (Spring, 1956). pp. 6-7.

1,494. Richards, I.A. and Christine Gibson. Techniques of Language Control. Rowley, Massachusetts: Newbury House Publishers. 1971. $5.95.

Control of vocabulary and structure is widely held to be a prime influence on language learning. In this book the authors describe their tested approach to limiting vocabulary and syntax in the teaching of English. Their techniques of language control are introducted through Every Man's English, a new list of high utility words for learning English and for clarity of expression. (catalog)

1,495. Richards, Jack C. and John W. Oller (eds.). Language Learning and Language Teaching: Psycholinguistic Perspectives for the Teacher of ESL. Rowley, Massachusetts: Newbury House Publishers. July, 1972. $4.95.

An anthology which surveys the psychology of second language learning. Its purpose is to provide practicing and student teachers with a balanced introduction which can be applied to classroom teaching, which can be used to assess new trends as they develop, and which can help develop more individualized ways of dealing with learners at all levels. (catalog)

1,496. Rivers, Wilga M. The Psychologist and the Foreign-Language Teachers. Chicago: University of Chicago Press, 1964.

A critical appraisal of foreign language teaching today (in particular the audio-lingual method) in the light of current psychology and theories of learning. The book is written for the classroom teacher and concentrates on the high school level, with most examples from French. Includes recommendations for the teacher and an appendix describing learning theories. (NYS bibliography)

1,497. Rivers, Wilga M. Speaking in Many Tongues: Essays in Foreign Language Learning. Rowley, Massachusetts. 1972. $3.95.

Considers problems such as student dissatisfaction with structural language courses, motivation difficulties, individual differences in means and goals of language learning, etc. and makes concrete proposals towards solving them. Guidelines are established for development and evaluation of language programs, new models of language teaching activities presented, and psychological insights discussed that will assist those involved in language teaching in assessing its meaning for today's students. (catalog)

1,498. Rivers, Wilga M. Teaching Foreign Language Skills. Chicago: University of Chicago Press, 1968. 403pp.

Includes Chapters on objectives and methods, the audio-lingual method, the place of grammar, construction of grammatical drills and exercises, teaching sounds, listening comprehension, speaking and reading skills, cultural understanding, testing, and language laboratories. "Areas of Controversy" section ends each chapter. (NYS bibliography revised)

1,499. Rodríguez-Bou, Ismael, et al. "Problemas de lectura y lengua en Puerto Rico." Publicaciones Pedagógicas. Series 2, No. 6. Río Piedras: Universidad de Puerto Rico.

Spanish-language handbook on the problems of reading and language in Puerto Rico. The appendices contain reports by United States officials in English which could be very informative to the teacher of ESL. (from Sánchez)

1,500. Roscoe, Carole. "Developing Instructional Materials for a Bilingual Program." TESOL Quarterly. Vol. 6, No. 2 (June 1972). 163-166 pp. (EJ 060 718)

1,501. Rosen, Carl L. and Phillip D. Ortego. Problems and Strategies in Teaching the Language Arts to Spanish-Speaking Mexican-American Children. ERIC Rural Education Clearinghouse, New Mexico State University, Box 3-AP, University Park Branch, Las Cruces, New Mexico, 88001.

1,502. Rosen, Carl L. and Phillip D. Ortego. "Resources: Teaching Spanish-Speaking Children." Reading Teacher. 25:1 (October 1971). pp. 11-13.

Annotated Bibliography.

1,503. Saunders, Jack. Blueprint Potential for Cooperative Teacher Education Preparation: Utilizing the Talented Mexican-American. Las Cruces, New Mexico: ERIC Clearinghouse on Rural Education. 1969.

1,504. Selected Articles from Language Learning: Series I, English as a Foreign Language. Ann Arbor, Michigan: Research Club in Language Learning, (1953). (paper)

Has sections on language learning, language teaching, grammar, pronunciation, vocabulary and testing. The articles represent practical applications of the principles of structural linguistics. (NYS bibliography)

1,505. Selected Articles from Language Learning: Series 2, Theory and Practice in English as a Foreign Language. Ann Arbor, Michigan: Research Club in Language Learning, (1963) (paper)

Has sections on teacher education, techniques, pronunciation, vocabulary, grammar, reading and composition. The articles reflect contemporary linguistic theories. (NYS bibliography)

1,506. Sharpe, Sarah Ellen. A Comparative Analysis Between the Teaching of a Native Language and a Foreign Language Literature. M.A. thesis, University of Texas at Austin. August 1971. 94p. (ED 060 769)

1,507. Slager, William. "The Foreign Student and the Immigrant - Their Different Problems as Students of English." Language Learning. 6:3 and 4 (1956).

Shows implications for differing language pedagogy and makes specific recommendations based on these differences. (NYS bibliography)

1,508. Smith, Larry E. "Don't Teach - Let Them Learn," TESOL Quarterly, 5:2 (June, 1971), pp. 149-151.

People have different learning styles, ability levels, threshold of boredom, interests, and motivation. These are some of the variables the language teacher must keep in mind as he faces his class. The idea of trying to meet each person's learning style has been considered an impossible goal, and homogeneous grouping has become the substitute. Individualization is not a new learning concept, yet it is rarely found in the language classroom. This paper describes an attempt to set up an environment for learning so flexible that any person at any level of proficiency with an interest in any of the language skills may be successful in learning. It has been tried at the East-West Center on the University of Hawaii campus and in Bahgkok, Thailand with encouraging results. (From the article)

1,509. "Some Aspects of Teaching Languages in the Grades in the Southwest." Hispania. Vol. 38 (May 1940) pp. 171-174.

1,510. Southwestern Cooperative Educational Laboratory. Cross Cultural Communication Program. Albuquerque: SWCEL.

Aids the teacher in communicating with adults with children from minority backgrounds. It helps the teacher understand and accept standards, values, and behaviors differing from his own so culturally relevant materials will have more meaning in the classroom. The training is directed toward developing verbal and non-verbal communication skills. Instructional techniques include lecture, simulation, and role playing. Media is an integral ingredient and is used to build the teacher's awareness of cultural differences as well as the importance of verbal and non-verbal communication. (catalog)

1,511. Southwestern Cooperative Educational Laboratory. Systems Approach to Lesson Planning. Albuquerque: SWCEL.

Package provides teachers with training on techniques for converting written objectives to lesson plans through utilization of the teaching systems matrix. The matrix is a record-keeping tool by which the teacher can record planned entry conditions, teaching procedures, and learner outcomes as well as what actually happens. In this way, the teacher can decide what to do if the actual outcomes do not meet those that are planned.
Package price: $195.00 (catalog)

1,512. Stack, Edward M. The Language Laboratory and Modern Language Teaching. New York: Oxford University Press, (1966).

Treats techniques for the classroom and the laboratory. Also contains material about testing. Problems and exercises are given throughout. (NYS bibliography)

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Slanted to the non-professional teacher. Attempts to touch on all related techniques, backgrounds and problems. (Hefferman-Cabrera)

1,515. Stevick, Earl. A Workbook in Language Teaching: With Special Reference to English as a Foreign Language. Nashville, Tennessee: Abington Press, 1963 (paper) 127pp.

For initial training of new language teachers and for inservice use by experienced teachers. Treats three selected topics: English phonology, basic types of drills, and fundamentals of grammar. Frequent exercises and discussion questions assist user in acquiring skills and in keeping check on his own progress. (NYS bibliography)

1,516. Thonis, Eleanor Wall. Teaching Reading to Non-English Speakers. New York: Collier-Macmillan. 1970. 270pp.

A broad analysis of the reading process and [illegible]e problems involved in the teaching of reading, beginning f[illegible] viewpont of reading in the vernacular, then turning to readi[illegible] second language. (CAL bibliography)

1,517. Tireman, L.S. Teaching Spanish-Speaking Chil[illegible]querque: University of New Mexico Press, revised. 19[illegible]pp.

1,518. Titone, Renzo. "Guidelines for Teaching a Second Language in Its Own Environment." Modern Language Journal. Vol. 52 (1969). pp. 306-309.

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(ED 056 130)

1,520. Ulibarrí, Mari-Luci. Pensamientos Sobre (Thoughts On) Teaching English as a Second Language. New Mexico University, Albuquerque. College of Education. Washington, D.C.: Office of Education. 1969. 26p.
(ED 060 703)

1,521. Ulibarrí, Horacio. Teacher Awareness of Sociocultural Differences in Multicultural Classrooms. The University of New Mexico Graduate School, Albuquerque. 1959.

Teachers and administrators need to be aware of sociocultural differences as they affect the bilingual. Ulibarri's study showed a general lack of teacher sensitivity toward sociocultural differences.

1,522. Valdman, Albert. (ed.). Trends in Language Teaching. New York: McGraw-Hill, (paper).

Includes articles, many hitherto unprinted, in the areas of linguistics, programmed instruction, language laboratory technology, psychology, literature, etc., related to current language teaching. (NYS bibliography)

1,523. Varena-Cartada, Laudalina Fernández. Some Procedures for Using Pictures in Teaching English as a Second Language. Unpublished Ph.D. Dissertation, Teacher's College, Columbia University. 1956.

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Witherspoon found a general lack of teacher sensitivity toward sociocultural differences of the bilingual. There are really more likenesses than differences between Anglos and bilinguals; but teachers, counselors and administrators need to be aware of the main problems involved in the differences. (NYS bibliography)

1,525. Woolsey, A.W. "What Are We Doing for the Spanish-Speaking Students?" Hispania. vol. 44 (March 1961). pp. 119-123.

The author addresses himself to the problem of teaching a Spanish class which has Spanish-speaking students. His first general point is that Spanish-speaking students should have the benefits of bilingualism emphasized, as well as pride in their native language. He also gives many suggestions for teaching Spanish-speaking students to write Spanish, and explains how these will also benefit English-speaking students in the Spanish class. (ECK)

III. THE PUERTO RICAN EXPERIENCE ON THE MAINLAND

A. General Discussions of the Topic

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1,527. Abrams, Charles. "New York's New Slums." *New Leader*. (January 1956). pp. 20-23.

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1,530. Alcalá, Roberto de. "Nueva York - Ciudad Hispana." *Temos*. (February, 1953). pp. 7-8.

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Article about David Sánchez, 19 year old leader of the Los Angeles Brown Berets.

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1,543. Bowman, Leroy. "The Puerto Ricans in America." Humanist. Vol. 22 (January/February 1962). pp. 27-29.

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This book was one of the first to be published on the massive Puerto Rican migration to New York City. The author discusses the conditions on the island first, in order to give the reader an understanding of the early migrants' motivations for coming to New York. The bulk of the book deals with the problems the migrants faced upon their arrival on the mainland: language barrier, substandard housing, un-and underemployment, ill health, and social disorganization. The book was reissued in 1970 with a foreword by Francesco Cordasco (Russell and Russell, 1970). (DH)

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Brief biographies are given of 14 Mexican Americans who are representative of the accomplishments of the Mexican American community in the United States in such areas as sports, politics, labor, and entertainment. (RIE abridged)

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Proposes to "...direct itself to informing Chicanos throughout Aztlán of activities affecting Chicano programs." Includes areas such as: (1) curriculum development, (2) program actions, (3) fellowships and financial assistance, (4) legislation, (5) publications, (6) employment, and (7) items of general interest that will aid Chicano education. (Proyecto Leer Bulletin)

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(ED 054 908)

An account of the hearing held by the U.S. Commission on Civil Rights on the Mexican American community's problems with civil rights this report does not necessarily represent the views of the Commission but is published to stimulate public interest in the problems confronting Mexican Americans. Major areas explored were employment, education, the administration of justice, housing, and political representation. "The total picture of economic deprivation, of relegation to the meanest employment, of education suppression, and of restricted opportunity in almost every phase of life unfolded." (RIE)

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1,753. Cordasco, F. and David Alloway. "Spanish Speaking People in the United States: Some Research Constructs and Postulates." *International Migration Review*. Vol. 4 (Spring 1970). 76-79pp.

This is a review of the volume of *Proceedings* of the Spring 1968 meeting of the American Ethnological Society. Two of the papers are theoretical, cautioning against generalizing from too-scanty data about the 5.1 million Spanish-speaking people in the United States, and another which comments on two opposing views of ethnicity and the social class system. Other papers study the Mexican-American experience in Racine, Wisconsin; the child's view of life in the city; the Spanish-speaking community in Florida; and the role of the non-Spanish-speaking in acculturation and cultural assimilation. The authors suggest other publications which deal with the Puerto Rican experience. (ECK)

1,754. Cordasco, F. and R. Galatioto. "Ethnic Displacement in the Interstitial Community: The East Harlem (New York) Experience." Phylon: *The Atlanta Review of Race and Culture*. Vol. 31 (Fall, 1970). pp. 302-312.

1,755. Costa, Richard H. "Latest Migration: Puerto Rico Moves Upstate." *Utica* (New York) *Observer Dispatch*. May 27-29, 1957. (series of three articles)

1,756. Cunningham, John T. "Migrants Pose Problems for N.J. Farmers Who Need Them." Reprinted from *Newark News Magazine*. September 1, 1957. Commonwealth of Puerto Rico, Department of Labor, Migration Division. (n.d.).

1,757. Davis, H.D. "Golden Door." *New Statesman*. Vol. 50 (September 24, 1955). pp. 355-356.

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1,762. Donchain, Daniel. *A Survey of New Haven's Newcomers: The Puerto Ricans*. New Haven, Connecticut: Human Relations Council of Greater New Haven. 1959.

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1,764. Dworkis, Martin B. Impact of Puerto Rican Migration on Governmental Services in New York City. New York: New York University. 1957.

1,765. Eagle, Morris. "The Puerto Ricans in New York City." In N. Glazer and D. McEntire, Housing and Minority Groups. University of California Press, 1960. pp. 144-177.

1,766. "Effects of Labor Costs and Migration on Puerto Rican Workers." Monthly Labor Review. Vol. 76 (June 1953). pp. 625-627.

1,767. Elinson, Jack; Paul W. Haberman; Cyrille Gell. Ethnic and Educational Data on Adults in New York City, 1963-1964. New York: School of Public Health and Administrative Medicine, Columbia University. 1967.

1,768. "Emigrating Puerto Ricans." Commonweal. Vol. 46 (August 15, 1947) p. 420.

1,769. Ethnic Survey. A Report on the Number and Distribution of Negroes, Puerto Ricans and Others Employed by the City of New York. New York City Commission on Human Rights. 1964.

1,770. Fitzpatrick, J.P. "Intermarriage of Puerto Ricans in New York City." The American Journal of Sociology. 71:4 (1966). pp. 395-406.

This paper discusses the rate of assimilation of Puerto Ricans in New York City as indicated by the rate of intermarriage with members of another ethnic group. A study of out-group marriages in 1949 and 1959 showed that increases in such marriages among second-as compared with first-generation. Puerto Ricans were as large as those found by Drachsler for all immigrants in New York, 1908-1912. This indicates that the cultural assimilation of Puerto Ricans is taking place quite rapidly. For women, intermarriage was highly correlated with higher occupational status ("This suggests that they may be marrying out in order to marry up.") There was no such visible trend for men. Both men and women married younger in the second generation. Catholic ceremonies increased in 1959 over 1949 and in the second generation over first. However, as compared with Puerto Rico, civil and Catholic ceremonies decreased in New York; Protestant ceremonies increased. (DH)

1,771. Fitzpatrick, J.P. "Puerto Ricans in Perspective: The Meaning of Migration to the Mainland." International Migration Review. Vol. 2 (1968). pp. 7-20.

1,772. Fleischer, Belton M. "Some Economic Aspects of Puerto Rican Migration to the U.S." Review of Economics and Statistics. Vol. 45 (August 1963). pp. 221-230.

1,773. Fleisher. Belton M. *Some Economic Aspects of Puerto Rican Migration to the United States*. Unpublished Ph.D. Dissertation, Stanford University. 1961.
(*Dissertation Abstracts*. Vol. 22 (1962). p. 3434.).

This study attempts to explain Puerto Rican migration to the mainland in terms of economic variables, particularly during the period immediately following World War II. It is hypothesized that migration is a response to labor market disequilibrium. According to the author's sources, mainly published and unpublished government documents, the hypothesis is valid in the case of Puerto Rican migration to the United States. There is also some discussion of the impact of the migration upon the source and receiving regions involved. (DH)

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1,775. García, Carmen Sylvia. *Study of the Initial Involvement in the Social Services by the Puerto Rican Migrants in Philadelphia.* Ph.D. Dissertation, University of Pennsylvania. 1968.
(*Dissertation Abstracts*. Vol. 29 (1968). p. 1294A.)

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1,777. Glazer, Nathan. "Puerto Rican Migration--Right Place, Wrong Time." *America*. Vol. 125. No. 13. (October 30, 1971). pp. 339-341. (EJ 054 979).

1,778. Goldsen, Rose K. *Puerto Rican Migration to New York City*. Unpublished Ph.D. Dissertation, Yale University. (1953).

1,779. Goldwin, Irwin J; Roslyn G. McDonald; and Joyce Epstein. "Characteristics of Jobs Held by Economically Disadvantaged Youth." *American Journal of Orthopsychiatry* 40:1 (1970). pp. 97-105.

"Studied job histories of 112 16-18 year-olds from low-income neighborhoods. An interview schedule and the Hamburger Occupational Scale with respect to characteristics of jobs held, extent of employment, nature of first jobs, and ethnic differences were utilized. The median number of full-time jobs held by Ss (from first job to time of interview) was 4. Findings indicate the possibility of vertical mobility among available jobs, but limited primarily to the 3 lowest occupational levels. Median pay of 35-45 Hr./Wk. jobs was $53. The jobs of Ss tend not to be in their own neighborhood. Source of job was predictive of pay (P: .001), duration (P: .001), and non-significantly, of evaluation (P: .20). A major difference in jobs held by Blacks and jobs of Puerto Rican Ss was found in the source of employment. Almost twice as many jobs of Puerto Ricans were referred by friends, neighbors, and relatives than jobs of Blacks." Although personal source of job and higher pay are often associated with each other, this is not the case for the Puerto Ricans in this study. In fact, for jobs over 45 hours/week the Puerto Ricans were paid significantly less than Blacks. The greatest difference was in the lowest pay category (under $50/week) which accounted for 22% of jobs held by Puerto Ricans and only 14% of jobs held by Blacks. (PASAR and DH)

1,780. Goodman, Mary Ellen and Others. The Mexican-American Population of Houston: A Survey in the Field, 1965-1970. Monograph in Cultural Anthropology, Houston, Texas: Rice University Studies Vol. 57. No. 3 Summer 1971. 130p.
(ED 060 997)

1,781. Gray, Lois Spier. Economic Incentives to Labor Mobility: The Puerto Rican Case. Ph.D. Dissertation, Columbia University. 1966. (Dissertation Abstracts. Vol. 27 (1967). p. 2263A.)

Explains migration behavior based on economic incentives, using the recent migration of Puerto Ricans to the U.S. mainland as a case in point. (DH)

1,782. Grieser, Normal. "Airborne from San Juan." New Republic. Vol. 117 (November 3, 1947). pp. 21-24.

1,783. Hernández Alvarez, José. Return Migration to Puerto Rico. (Population Monograph Series No. 1). Berkley, California: University of California, Institute of International Studies. 1967.

Though the main focus of the monograph is the migrant Puerto Rican's return to the island, there is quite a lot of material about the migrant's situation during his stay on the mainland. In his introduction, Hernández presents a general description of Puerto Rican migration to the United States since the early 1900's and discusses the disappointments and great difficulties the migrants face here. Puerto Rican migrants in the United States and Puerto Rican return migrants are compared for these demographic variables: economic characteristics, social characteristics, age distribution and sex ratios, fertility and marital status of Puerto Rican women, school attendance, areas of residence, and industrial distribution of the Puerto Rican migrant labor force. (DH)

1,784. Hnatek, Margaret. A Survey of Population Factors Relating to the Education of Migrant Children in Victoria County, Texas. Unpublished Master's thesis. University of Texas. 1952.

1,785. How to Hire Agricultural Workers from Puerto Rico. New York: Commonwealth of Puerto Rico. Department of Labor, Migration Division. (In: Employment Security. U.S. Employment Service. Farm Placement Service. 1953, 1954, 1955, 1957, 1958.) (irregular)

1,786. *Interim Report*. New York: Labor Advisory Committee on Puerto Rican Affairs. AFL-CIO, New York, 1955.

1,787. Jaffe, Abraham J. (ed.). *Puerto Rican Population in New York City*. New York: Columbia University, Bureau of Applied Research. 1954.

1,788. Jones, Isham B. *The Puerto Rican in New Jersey: His Present Status*. New Jersey State Department of Education. Division Against Discrimination, July 1955.

1,789. Kantrowitz, Nathan and Donnell M. Pappenfort. *1960 Fact Book for the New York-Northeastern New Jersey Standard Consolidated Area; the Non-White, Puerto Rican, and White Non-Puerto Rican Populations: Selected Characteristics for Counties and Cities of 50,000 or More*. New York: Columbia University, 1966. (Social Statistics for Metropolitan New York. Monograph No. 2.)

1,790. Kihss, Peter. "Gains Made by Puerto Ricans Here." and "City Relief Roll Held Down Despite Job Hunter Influx." both in: *New York Times.* May 31, 1957 and June 2, 1957. Reprinted by Commonwealth of Puerto Rico, Migration Division, Department of Labor.

1,791. King, Joh. "From Caguas to New York." *San Juan Review*. Vol. 2 (June 1965). pp. 62-64.

1,792. Koss, Joan D. *Puerto Ricans in Philadelphia: Migration and Accomodative Processes*. Unpublished Ph.D. Dissertation, Unversity of Pennsylvania. 1965.
(*Dissertation Abstracts*. Vol. 26 (1966). pp. 4958-5959.).

The purpose of this study was to determine the effects of migration upon Puerto Ricans in Philadelphia and how they reorganize or adjust their lives to the new sociocultural environment. Data was collected by the author in both Puerto Rico and Philadelphia, using the field techniques of ethnography. Focal aspects of Puerto Rican life styles are considered and described: structure of the family, kinship organization, patterns of friendship, and the development and function of voluntary associations. The norms and patterns of behavior related to social class and race, including the quality of interpersonal behavior and the function of religious beliefs, are also discussed.

Analysis of the data revealed a pattern of accomodation to Philadelphia life which included a change in basic attitudes. Given those conditions that favor it, the presence of accomodation within the process of acculturation functions to offset the descriptive effects of certain cultural changes, and acts as a deterrent to personal and social disorientation. (DH)

1,793. Kurtis, Arlene Harris. *Puerto Ricans from Island to Mainland*. New York: Messner. 1969.

1,794. Law, William. "Problems for the Migratory Student." *California Journal of Secondary Education*. Vol. 14 (March 1939) p. 170-173.

Problems confronting migratory students are: poor housing, malnutrition, inferiority complex, inability to adjust socially, mental retardation due to environment, the impossible task of selecting subjects which can be followed through all of the schools attended. (Sanchez and Putman)

1,795. Leviton, Bertha. "Census of Puerto Rican and Foreign-Born Pupils, Provisional Report." Board of Education of the City of New York. February 1956.

1,796. Leviton, Bertha. "Special Census of School Population: Classification of non-Englisn-Speaking Pupils." October 31, 1960. No. 171. New York City Board of Education. 1961.

1,797. Maciso, John J. "Assimilation of Puerto Ricans on the Mainland: A Socio-Demographic Approach." International Migration Review. Vol. 2 (1968). pp. 21-39.

The purpose of this paper is to describe the social and demographic characteristics of Puerto Ricans on the U.S. mainland, and the direction of change between the first and second generation of Puerto Ricans. Most of the data come from the 1960 census. First and second generation Puerto Ricans are compared in regard to (1) education, (2) age, (3) labor force status, (4) income, (5) occupation, (6) age at first marriage, (7) per cent of out-group marriages, and (8) fertility. The total U.S. population was arbitrarily selected as the standard. It was discovered that second generation Puerto Ricans are younger, have more schooling, are less likely to be unemployed, have higher incomes, are employed in higher status occupations, marry earlier, tend to marry non-Puerto Ricans in greater proportions and have fewer children than first generation Puerto Ricans. An exception is that second generation females have higher incomes and lower fertility than total U.S. females, which may indicate that the traditionally dominant role is being weakened by the woman's role as wage earner and that they are adjusting more effectively to mainland patterns. In short, except for the one point noted above, from first to second generation, the Puerto Ricans have moved in the direction of the total U.S. population. (ECK)

1,798. Main, Willett S. Memorandum on In-Migration of Puerto Rican Workers. Wisconsin State Employment Service. September 3, 1952.

1,799. Maldonado, A.W. "The Migration Reverses." The Nation. Vol. 198 (March 16, 1964). pp. 255-257.

1,800. Maldonado, A.W. "The Puerto Rican Tide Begins to Turn." New York Times Magazine. September 20, 1964.

1,801. Meyers, George C. "The Elusive Male: Some Methodological Notes on Survey Research." Public Opinion Quarterly. 33:2 (1969). p. 255-259.

"The initial decisions made in a study can result in situations that materially after a research design. A field study in Puerto Rico supplies an illustration:" In order to study the effects of housing conditions on household members differentially, it was decided to interview the head of the household and the spouse. Rather than interview family members simultaneously, they decided on "repeat interviewing," returning unannounced to talk to another member of the household. As they had anticipated, it was much more likely to find a woman at home, than a man. They had not anticipated such high percentages of woman heads of households, however, nor did they expect such difficulty rescheduling a return interview. Finally, even the males who were "theoretically 'at home'," were difficult, if not impossible, to locate. Meyers suggests that what evolved here was a "pattern of evasion," which served as an alternative to an outright refusal. Thus, the decisions made early in the study placed obstacles in the way of completing the investigation. (DH)

1,802. Mintz, Shirley. "Puerto Rican Emigration: A Threefold Comparison." Social and Economic Studies. Jamaica: University College of the West Indies. Vol. 4 (December 1955). pp. 311-325.

1,803. Monserrat, Joseph. Background and General Information on Puerto Rico and the Puerto Rican Migrant. New York: Commonwealth of Puerto Rico, Department of Labor, Migration Division. (1963)

1,804. Monserrat, Joseph. "La emigración, realidad y problema en la ciudad de Nueva York." La Torre (Universidad de Puerto Rico). (March 1956).

1,805. Monserrat, Joseph. "Some Data on Population Trends in New York: 'Must' Information for Its Citizens." Journal of Educational Sociology. Vol. 28 (November, 1952). pp. 108-114.

1,806. Montross, Harold K. "Meeting the Needs of the Puerto Rican Migrant." Employment Security Review. Vol. 26 (January 1959). pp. 31-33.

1,807. Moskin, J.R. "Million on the Mainland." Look. Vol. 25 (January 17, 1961). p. 44.

1,808. Muñoz Marín, Luis. Un Mensaje a Los Comunidades Puertorriqueñas del Continente. Nueva York: Estado Libre Asociado de Puerto Rico, Departamento del Trabajo, División de Migración. 25 de julio de 1953.

1,809. Myers, George C. and George Masnick. "The Migration Experience of New York Puerto Ricans: A Perspective on Return." International Migration Review. Vol. 2 (1968). pp. 80-90.

In this article, Puerto Ricans who indicated that they would like to return to the island and Puerto Ricans who indicated that they intend to remain on the mainland are compared as to factors that relate to that choice, such as residence and return visits to Puerto Rico.

Those that wish to return are more demanding in their assessments of aspects of life on the mainland that would compose a satisfactory residence in New York City, and they are more likely to maintain ties with the island through visits. The authors suggest that prospective return migrants be trained as carriers of social change to the areas to which they return. (ECK)

1,810. McWilliams, C. North from Mexico: The Spanish-Speaking People of the United States. New York: Greenwood Press. 1968.

1,811. New York State Commission Against Discrimination. Employment in the Hotel Industry. Published by the Commission, March 1958.

1,812. New York State Commission for Human Rights. Division of Research. The Puerto Rican Populations of the New York City Area: Populations of New York State: 1960 Report No. 2. 1962. 22pp.

1,813. New York State Department of Labor. Occupations of Puerto Ricans in New York City. Special Labor News Memo No. 50. New York State Department of Labor. June 17, 1954.

1,814. "900,000 Puerto Ricans in the United States: Their Problems and Progress." U.S. News and World Report. Vol. 47 (December 7, 1959). pp. 91-95.

1,815. Novak, Robert T. "Distribution of Puerto Ricans on Manhattan Island." Geographical Review. Vol. 46 (April 1956). pp. 182-186.

1,816. Nueva York y Usted. Nueva York: Estado Libre Asociado de Puerto Rico, Departamento del Trabajo, División de Migración. 1951.

1,817. O'Brien, Robert W. Cleveland Puerto Rican Survey Tabulations. Cleveland: Nationalities Services Center of Cleveland and Ohio Wesleyan University (Sociology Department) 1954.

1,818. O'Brien, Robert W. A Survey of the Puerto Ricans in Lorain, Ohio. Neighborhood House Association of Lorain, 1954.

1,819. Padilla, Elena. Up from Puerto Rico. New York: Columbia University. 1958. 317pp.

1,820. Pagán de Colón, Petroamérica. Northeastern Ohio and the Puerto Rican Migration. New York: Commonwealth of Puerto Rico, Department of Labor, Migration Division. 1955.

1,821. Pagán de Colón, Petroamérica. Programa de Colocaciones de Trabajadores Agrícolas Puertorriqueños en Estados Unidos. San Juan: Estado Libre Asociado de Puerto Rico, Departamento del Trabajo. (n.d.)

1,822. Pagán de Colón, Petroamérica. "The Status of the Migrant: People with the Same Aspirations." Vital Speeches. Vol. 28 (May 1, 1962). pp. 445-448.

1,823. Peña, Joan Finkle de. Standards of Growth and Development for Puerto Rican Children. Ph.D. Dissertation, Indiana University. 1958.
(Dissertation Abstracts. Vol. 19 (1959). pp. 3081-3082.).

1,824. "Persons of Spanish Origin in the United States: November, 1969, Bureau of Census." Journal of Mexican American Studies. 1:2 (Winter, 1971). pp. 106-119.

1,825. Philadelphia's Puerto Rican Population with 1960 Census Data. City of Philadelphia, Commission on Human Relations. March, 1964.

1,826. Puerto Rican Farm Workers in Florida. Washington: U.S. Department of Labor. Bureau of Employment Security. February 1955.

1,827. Puerto Rican Farm Workers in the Middle Atlantic States. Bureau of Employment Security. 1954.

1,828. Puerto Rican Forum, Inc. The 1964 Study of Poverty Conditions In the New York City Puerto Rican Community. New York: Puerto Rican Forum. 1964.

1,829. "Puerto Rican Migrants Jam New York" Life. August 25, 1947. p. 25-29.

1,830. "Puerto Rican Migrants on the Mainland of the United States." Information Retrieval Center on the Disadvantaged. Bulletin. Vol. 4, No. 1 (1968). Includes Gertrude S. Goldberg, "A Review of the Literature."

1,831. "Puerto Rican Migration." Real Estate News. March, 1949.

1,832. "Puerto Rican Migration Dwindles in a Recession." New York Times. September 7, 1971.

1,833. Puerto Rican Migration to New York City. New York: New York City Department of City Planning. February 1957.

1,834. Puerto Rican Population of New York City. New York: Bureau of Applied Social Research, Columbia University. 1954. 61pp.

1,835. Puerto Ricans Filling Manpower Gap. Washington: Office of the Government of Puerto Rico. 1951.

1,836. "Puerto Ricans in New York City." Geographical Review. Vol. 44 (January 1954). pp. 143-144.

1,837. Puerto Ricans in the United States. U.S. Department of Commerce. Bureau of the Census. Final Report PC (2)--ID. U.S. Census of Population: 1960, July 1963. III-XIV and 140pp.

1,838. "Puerto Ricans Key Source of Labor." Highlights. (New York City Department of Commerce and Public Events). Vol. 1 (October 1956). pp. 1-3.

1,839. "Puerto Ricans Start Up Labor Ladder." *Business Week*. May 2, 1953. pp. 150-152.

1,840. *Report on the Protestant Spanish Community in New York City*. Protestant Council of the City of New York, (1960).

1,841. Sandis, Eva E. "Characteristics of Puerto Rican Migrants to, and from, the United States." *The International Migration Review*. Vol. 4 (1970). pp. 22-43.

This article reviews the data and attempts to draw some conclusions from a comparison of Puerto Rican migrants to the United States, migrants who have returned to the island, and Puerto Ricans who have never left the island. The data used in this study were obtained from the U.S. Census and two surveys made by the Commonwealth of Puerto Rico (all of which had certain shortcomings). From the available data, it seemed that educational and occupational selectivity characterized the migrants, who had more schooling than the average Puerto Rican non-migrant and came from the skilled and semi-skilled occupations. When they come to the mainland, however, it appears that there is a downward mobility in terms of occupation but an increase in income. Return migrants living in Puerto Rico have more education, more white-collar workers and lower incomes than Puerto Rican migrants remaining in the United States, but more data are needed to determine whether this difference existed before migration or resulted from differing experiences on the mainland. More data are also needed to improve knowledge of motivational characteristics of Puerto Rican migrants and return migrants, internal migrants and those who do not migrate at all. (ECK)

1,842. Senior, Clarence. "Migration and Economic Development in Puerto Rico." *Journal of Educational Sociology*. Vol. 28 (December 1954). pp. 151-156

This article describes the improvements in the economy of Puerto Rico. For example, the lowering of the death rate, improvement of education, public health and per capita income, cuts in unemployment and construction of public housing are mentioned. The author notes that "all this adds up to an economy full of vitality, to a culture which, after four and a half centuries of colonialism, has worked out new solutions for old problems." (ECK)

1,843. Senior, Clarence. "Migration and Puerto Rico's Population Problem." *The Annals*. Vol. 285 (January 1953). pp. 130-136.

1,844. Senior, Clarence. "Migration to the Mainland." *Monthly Labor Review*. Vol. 78 (December 1955). pp. 1354-1358.

1,845. Senior, Clarence. "Puerto Rican Dispersion in the United States." *Social Problems*. Vol. 2 (October 1954). pp. 93-99.

1,846. Senior, Clarence. *Puerto Rican Migration.* Rio Piedras: University of Puerto Rico. Social Science Research Center. 1947.

1,847. Senior, Clarence. Puerto Rican Migration: Spontaneous and Organized. Commonwealth of Puerto Rico, Department of Labor, Migration Division. 1957.

1,848. Senior, Clarence and Donald O. Watkins. "Toward a Balance Sheet of Puerto Rican Migration." In Status of Puerto Rico: Selected Background Studies for the United States-Puerto Rico Commission on the Status of Puerto Rico. Washington, D.C.: U.S. Government Printing Office, 1966. pp. 689-795.

1,849. Siegel, Arthur; Harold Orland; and Loyal Greer. Puerto Ricans in Philadelphia: A Study of Their Demographic Characteristics, Problems, and Attitudes. Philadelphia: Philadelphia Institute for Research in Human Relations. 1954.

1,850. Slaiman, Donald. "Discrimination and Low Incomes." Federationist. Vol. 88 (January 1961). pp. 17-19.

1,851. Smart, Pearl. "Experiment in Boston: Services to Puerto Rican Newcomers." Wilson Library Bulletin. Vol. 34 (February 1960). p. 415.

1,852. Suter, Larry E. Selected Characteristics of Persons and Families of Mexican, Puerto Rican, and Other Spanish Origin: March 1971. Population Characteristics: Current Population Reports. Bureau of the Census, Suitland, Maryland. Washington, D.C.: Government Printing Office. October 1971. 23pp.
(ED 065 224)

Data on a variety of social and economic characteristics for persons and families of Mexican American, Puerto Rican and other Spanish origins and comparative data for the total white and black population are presented in this report...The median family income in 1970 for all families of Spanish origin was lower than the median income for all white families but higher than that for black families. Unemployment rates were higher for persons of Spanish origin than the national average and about the same as the rate for men of Negro and other races. Among persons 25 to 29 years old, 48% of persons of Spanish origin had graduated from high school compared to 58% of blacks and 80% of all whites. One-third of the black and Puerto Rican families had a female head. (RIE)

1,853. Talbert, Robert H. Spanish-Name People in the West and Southwest. Fort Worth: Leo Potishman Foundation, Texas Christian University. 1955. 90pp.

1,854. Tannenbaum, Dora, et al. The Puerto Rican Migration: A Report. New York: Hudson Guild Neighborhood House, Colony House, and Grand Street Settlement. 1955.

1,855. Taylor, Travis H. "Migratory Farm Labor in the United States." Monthly Labor Review, U.S. Department of Labor, Bureau of Labor Statistics. Vol. 44 (March 1937) pp. 539-549.

1,856. Tough, Rosalind and Gordon D. Mac Donald. "Manhattan's Real Property Values and the Migrant Puerto Ricans." *Land Economics: A Quarterly Journal of Planning, Housing and Public Utilities*. (University of Wisconsin).

1,857. *Trade Unions and Puerto Rican Workers: Report on Conference Held May 17, 1962*. New York: Commonwealth of Puerto Rico, Department of Labor, Migration Division. 1962.

1,858. *Transient Youth in California; a National, State and Local Problem Report and Recommendations.* California Commission for the Study of Transient Youth. 1948. 48pp.

1,859. Tubbs, Lowell L. *A Survey of the Problems of Migratory Mexicans*. Unpublished Master's thesis, University of Texas. 1952.

1,860. Walker, Helen W. "Mexican Immigrants and American Citizenhsip." *Sociology and Social Research.* Vol. 13 (1923-1929) pp. 465-471.

1,861. Welfare and Health Council of New York City. *Population of Puerto Rican Birth or Parentage: New York City, 1950*. Published by the Council. September 1952.

1,862. Wells, Robert W. "Our Latin Newcomers." *The Milwaukee Journal*. April 6-9, 1958. (series of four articles).

1,863. Wenk, M.G. "Adjustment and Assimilation: The Cuban Refugee Experience." *International Migration Review*. Vol. 3. pp. 38-49.

1,864. Werner, M.R. "The Puerto Ricans: Slum to Slum." *Reporter.* September 12, 1950. pp. 20-22 and September 26, 1950. pp. 20-23.

C. Psychological Adjustment of Puerto Rican Migrants on the Mainland

1,865. Abelardo. Chicano: 25 Pieces of a Chicano Mind. Denver, Colorado: Barrio Publications. 1971.

1,866. Araoz, Daniel Leon. Male Puerto Rican Parental Self-Image. Unpublished Ph.D. Dissertation, Columbia University. 1969. (Dissertation Abstracts: Vol. 30 (1969). pp. 1629A-1630A.).

1,867. Betances, Samuel. "Puerto Rican Youth: Race and the Search for Identity." The Rican. No. 1 (Fall 1971). pp. 4-13.

1,868. Budner, Stanley; Lawrence Goodman; and Rosa Aponte. "The Minority Retardate: A Paradox and a Problem in Definition." Social Service Review. Vol. 43, No. 2 (June, 1969). pp. 174-183.

The authors divide the article into two sections, each dealing with a specific problem concerning the minority retardate. First, why is the institutionalization rate of retardates among minority groups so great when these groups are generally believed to be more tolerant of retardates? Previous studies have shown that lower-income groups do tend to accept such abnormalities more readily than do upper-income groups. Ss in the aforementioned studies were White, however. In order to ascertain if the hypothesis is equally valid for non-White minority groups, the sample in the present study consisted of the following groups: native Whites maintaining a retardate at home; Puerto Ricans maintaining a retardate at home; and Puerto Ricans voluntarily institutionalizing a retardate. Analysis of the data was based on these four variables: severity of retardation; life-stress; use for community resources; and reactions to retardation, which dealt with the possibility that Puerto Ricans react differently to a retardate than do Whites- The authors conclude that class position is related to familial response to retardation on two levels: the lower the class position, the higher the tolerance for retardation; the lower the socioeconomic position, the less able the family is to cope with the reality problems involved. The authors note that the higher rate of institutionalization of minority retardates may result from a higher incidence of retardation among lower-class groups or selective or discriminatory operations on the part of public agencies toward these groups. They recommend changing current treatment programs so that they become more appropriate for the Puerto Rican family.

The remainder of the article dealt with the lack of knowledge about the minority retardate, and the lack of clarity in the concept itself. The authors attempt to clarify the phenomenon, noting that there are several approaches to the problem. It may be that the difficulty is not retardation, but minority status; hence, proverty. There is a difference in extent of retardation, a higher incidence among minorities, and a difference, too, in the quality of the retardation. (DH)

1,869. "Campaña de Saneamiento en Harlem." El Diario de Nueva York. June 20, 1949. p. 3.

1,870. Casavantes, Edward J. *Deviant Behavior in the Mexican-American Student and Its Relation to Education. A Position Paper*. Albuquerque New Mexico. Southwestern Cooperative Educational Laboratory August, 1970. 16p.
(ED 060 989)

Since the literature about the mental health of Mexican Americans has been consistent in reflecting that a low socioeconomic level combined with extensive use of Spanish lowers IQ tests scores of Mexican Americans, these factors should be studied in connection with the educational achievement of Mexican Americans and their mental health. This could be done because Mexican Americans are highly distinguishable from other ethnic groups. In such a study, 8 hypothesis are proposed for testing on a random sample of large numbers of Mexican Americans from all socioeconomic levels and ages, from every state in the Southwest, from rural and urban settings, from the Chicano militant element, from colleges and from the Hispano component. The actual survey should be done by special questionnaire and a short adapted form of standard personality tests with some in Spanish. Examiners should be Mexican Americans highly trained in psychiatric interviewing procedures. In summary, this investigation should be a broad-based study on the mental health and educational achievement of Mexican Americans. (RIE)

1,871. Cole, M. and J. Bruner. "Cultural Differences and Inferences about Psychological Processes." *American Psychologist*. Vol. 26 (1971). pp. 867-876.

1,872. Covian, Sherrill. "The Effect of Unemployment and Under-employment on the Puerto Rican Male in New York City." October 27, 1965. (unpublished)

1,873. Dohrenwend, Bruce P. "Social Status, Stress and Psychological Symptons." *Milbank Memorial Fund Quarterly*. 47:1 (1969) - Part 2. pp. 137-150.

"Examined the incidence of psychiatric disorder among Black and Puerto Rican groups relative to their social class counterparts in more advantaged ethnic groups in the Washington Heights area of New York City. Subjects consisted of a sample from the general population of approximately 1,000 21-59 year old adults, of whom 150 were seen for follow-up. In addition, about 100 psychiatric outpatients served as subjects. Results generally confirm earlier reports of an inverse relationship between social class and psychological disorder. However, Puerto Rican subjects showed larger proportions of symptons than their counterparts in other groups. Black subjects did not show higher rates than Jewish or Irish ethnic groups. Findings suggest that there are strong ethnic and class differences in modes of expressing distress." It was found that both Puerto Ricans and Blacks tend to score higher than subjects in the other groups on sets of items that indicate sociopathic ("most people are honest for fear of being caught") and possible paranoid ("it's safer to trust nobody") tendencies. Members of different ethnic groups differ greatly in their ratings of the social desirability of many of the symptons. (PASAR + DH)

1,874. Fernández-Marina, R. "The Puerto Rican Syndrome: Its Dynamics and Cultural Determinants". Psychiatry. Vol. 24 (1961). pp. 79-82.

1,875. Garretson, O.K. "A Study of the Causes of Retardation Among Mexican Children in a Small School System in Arizona." Journal of Educational Psychology. Vol. 19 (January 1928) pp. 21-40.

1,876. Goodenough, F.L. and D.B. Morris. "Studies in the Psychology of Children's Drawings." Psychology Bulletin. Vol. 47 (1969). pp. 369-433.

1,877. Lubchansky, Isaac; Gladys Ergi; and Janet Stokes. "Puerto Rican Spirtualists View Mental Illness: the Faith Healer as a Paraprofessional." American Journal of Psychiatry. 127:3 (September, 1970). pp. 312-321.

"Examines the attitudes and beliefs about mental illness of twenty faith healers in the Puerto Rican Community of New York City: these were compared with data collected earlier from samples of Spanish-speaking community leaders and a cross-section of Puerto Rican household heads. Spiritualists appear to be an idiosyncratic group differentiated within their culture for the purpose of healing. The lack of professional acknowledgement of the role native healers play in this and other minorities is emphasized, and two case studies that may help to explain this lack of acknowledgement are presented." (PASAR)

1,878. Malzberg, B. "Mental Disease among Puerto Ricans in New York City." Journal of Nervous and Mental Disease. Vol. 123 (1956). pp. 262-269.

This study examines the prevalence of mental disease among migrants and native-born citizens who have at least one parent born in Puerto Rico. The author notes that Puerto Rican migration has concerned itself mainly in New York City, with the population at 355,000 in 1953 (est.). Migration is influenced by economic factors, notably, the search for employment. Puerto Ricans are faced with the severe handicap of the language barrier upon their arrival in this country, and this leads them to the segregated areas of the city where Spanish is readily understood, and where housing and health conditions are noticeably substandard. Hospital admissions for Puerto Ricans between October 1, 1948, and September 30, 1951, numbered 1,163 first admissions, or 157.7 per 100,000 people. For the population of New York City as a whole, the number was 144.5 per 100,000 people. When the rates are compared on the basis of age and sex, they become 229.3 for Puerto Ricans and 185.5 for others. Because the Puerto Rican admissions tend to be younger, as does the whole Puerto Rican population in the city, there was a high proportion suffering from dementia praecox and an extremely low proportion suffering from psychoses of old age. Mental illness among Puerto Ricans is attributable, to a large extent, to the difficult life circumstances they face in this country, low wages, substandard housing, poor standard of living, etcetera. The author also feels that migration is an important factor, that a person of Puerto Rican origin is much more likely to develop a mental disease than an average person in the city's population. (DH)

1,879. Malzberg, Benjamin. "Mental Disease Among Puerto Ricans in New York State." Psychiatric Quarterly. Vol. 22 (1948). pp. 300-308.

1,880. Mercer, Jane R. The Origins and Development of the Pluralistic Assessment Project. Sacramento: California State Department of Mental Hygiene, Bureau of Research. Sacramento: California State Department of Education, Office of Compensatory Education. Bethesda, Maryland: National Institute of Mental Health. January 1972. 26p.
(ED 062 461)

The Pluralistic Assessment Project, which has been funded for three years by the National Institute of Mental Health, was developed in response to the results of earlier studies on the epidemiology of mental retardation in the City of Riverside, California. It was found that the criteria for classification of persons as mentally retarded varied as a function of sociocultural group in a study conducted in 1963-64. The present project will produce an Adaptive Behavior Inventory for Children standardized on representative samples of Anglo, Mexican-American, and black public school children, five through 11 years of age, which can be used to assess a child's performance in non-academic rules using socioculturally relevant norms. The project will produce socioculturally relevant norms on the 1973 edition of the Wechsler Intelligence Scale for Children for use with Anglo, Mexican-American, and black children. The project will also produce a Health History and Impairment Inventory standardized on a representative sample of Anglo, Mexican-American and black children. (RIE)

1,881. Opler, Marvin . "The Social and Cultural Nature of Mental Illness and Its Treatment." in S. Lesse, ed. An Evaluation of the Results of the Psychotherapies. pp. 280-291.

1,882. Pagán de Colón, P. Emotional Adjustment Problems of the Puerto Rican Migrant. New York: Commonwealth of Puerto Rico, Department of Labor, Migrant Division. (c. 1960).

1,883. Palomares, Geraldine Dunne. The Effects of Stereotyping on the Self-Concept of Mexican Americans. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory. 1970. 35pp.
(ED 056 806)

Purposes of this literature review on the Mexican American child were to explore the self concept; cultural marginality; the occurrence and effects of stereotyping; and the results of studies undertaken to measure self-concept. Findings included that (1) the manner in which a person is dealt with by "significant others," especially in the early years, is considered to have a great deal to do with that person establishing a satisfactory identity and a positive self-view; (2) Mexican American children have been found to experience ever-present conflicting demands and pressures to do and be at school something other than what they do and are in the subculture; (3) many educators are seen to hold stereotypic views of Mexican American children due to over-generalization of the literature regarding specific Mexican American populations--this affects the children's performance, as is maintained in the "self-fulfilling prophecy" theory; and (4) due to inconclusiveness of research on the Mexican American child's self-concept, the broadly accepted idea that Mexican American children, as a group, have a negative self-concept is a stereotypic view. Discussion of the review concludes that educators, "by seeing all or most Mexicans as 'fatalistic,' 'unable to delay gratification,' 'lazy', 'dependent,' 'having negative self-concepts,' etc., and then reflecting these beliefs to the children with whom they deal," are forcing the Mexican American child either to reject the majority culture or to deny what he is. The only recommendation is to research why the Anglo insists on cultural homogeneity. (RIE)

1,884. Paschal, Franklin C. and Louis R. Sullivan. "Racial Influences in the Mental and Physical Development of Mexican Children." Comparative Psychology Monographs. Vol. 3. 76pp.

1,885. Posner, Carmen Alberta. Some Effects of Genetic and Cultural Variables on Self Evaluations of Children. Unpublished Ph.D. Dissertation, Illinois Institute of Technology. 1969. (Dissertation Abstracts. 29:12 (1969). pp. 4833B-4834B).

The purpose of the investigation was to study the effects of socio-economic status (SES), ethnic affiliation, intelligence and sex on the self-perceptions of children. Subjects were 300 first graders; ethnic groupings included Black, White and PR children born on the U.S. mainland.

The socio-economic groupings consisted of lower and upper-middle-class levels. Only the PR sample was limited to children of lower SES (no PR children of upper-middle-class status could be found). Within the ethnic affiliation and SES children were selected on 3 levels of intellectual ability; below-average, average and superior (based on their performance on the California Short Form Test of Mental Maturity, Level I). Two measures of self-perception were administered: The Illinois Index of Self-Derogation (IISD) and 4 different sets of a paper and pencil form of the Farnham-Diggory Children Self-Evaluation Scale (SE).

Results indicate that positive self-evaluations are directly related to healthy personality development; children who rate themselves lower perceive their parents rating them low; children of low SES and below average intelligence rate themselves consistently lower than their middle-class and intellectually superior peers; Black children have significantly more negative self-images than their White peers; the self-discrepancy of the PR children does not differ significantly from either White or Black children. The need for preventive action to neutralize the biological, psychological and social pathogenic factors which so determine the developing child's self-perception is immense, obviously. The author suggests that action be taken on the community level, not limited to work with individual children. (DH)

1,886. Ramírez, Manuel, III. Effects of Cultural Marginality on Education and Personality. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory. 1970. 15pp.
(ED 065 805)

A review of the literature, this report concerns itself with the identification of the Mexican American with his ethnic group as an asset or a liability. Examining the relationship of cultural marginality to education, personality, and attitudes, the author points out a need for additional research in this area. (RIE)

1,887. Ramírez, Manuel III. "Social Responsibilities and Failure in Psychology: The Case of the Mexican-American." Journal of Clinical Child Psychology. Vol. 1 (1972). pp. 5-8.

1,888. Ramírez, Manuel, III. Value Conflicts Experienced by Mexican-American Students. (1968). 11p.
(ED 059 829)

The object of this study, conducted in a Northern California city school district, was to find evidence of cultural value conflicts experienced by Mexican American secondary school students of low socioeconomic background. Those students experiencing the most difficulty in adjusting to the school setting and thus most likely to be dropouts were interviewed, observed in class, and asked to tell stories about pictures depicting students, teachers and parents interacting in a school setting. Stories told about these pictures revealed Mexican American value conflicts in terms of such factors as loyalty to family and ethnic group, female modesty, machismo, the role of education, and separation of sex roles. This paper contains discussions of eight Mexican American values found to conflict most often with the value system of schools, along with an accompanying story for each as told by Mexican American students; also contained are 1-paragraph discussions of four measures that could be instituted to help alleviate value conflicts. (RIE)

1,889. Reville, J.N. and A. Rivera. The Psychological Adjustment of Puerto Rican Boys. Project 4623. New York School of Social Work. 1956.

1,890. Rosenthal, Alan Gerald. Pre-School Experience and Adjustment of Puerto Rican Children. Unpublished Ph.D. Dissertation, New York University. 1955.
(Dissertation Abstracts. Vol. 15 (1955). p. 1205.).

The purpose of this study was to determine the relationship between pre-school experiences of a non-academic nature and the absence of these experiences on the achievement of a group of bilingual children who made a successful school adjustment. Ss were five and six year old male and female children who were born in Puerto Rico; selection was partially based on socioeconomic, educational and physical factors. Ss were divided into two groups: the first group had no pre-school orientation; the second group was given cultural enrichment programs prior to entering school.

Data was based on the observations of the S's teachers. Results indicate a significant difference in the achievement of the two groups; the group that had the pre-school program received higher ratings overall. It was suggested, therefore, that these programs be continued, and that further research in pre-school orientation programs be undertaken. (DH)

1,891. Rosner, Milton S. A Study of Contemporary Patterns of Aspirations and Achievements of the Puerto Ricans of Hell's Kitchen. Unpublished Ph.D. Dissertation, New York University. 1957.

1,892. Soares, Louise M. and Anthony T. Soares. Age Differences in the Personality Profiles of Disadvantaged Females. Paper presented at the American Psychological Association Annual Convention, Washington, D.C. September 1971. 8pp.
(ED 056 135)

This study systematically investigated age differences in personality characteristics of advantaged and disadvantaged high school and college females. Two hundred and thirty three Ss were randomly selected from an urban environment. The test norms for the study instrument, Cattell's 16 Personality Factor Questionnaires, were based on a group of 86 advantaged college women. The disadvantaged group was 50% black and Puerto Rican, while the advantaged group was 75% White. Both disadvantaged and advantaged high school girls showed a pattern of group dependence, self-assurance, expediency, and relatively little frustration, with the disadvantaged girls indicating greater emotional instability, less intelligence, lower ego strength, and tough-mindness. Disadvantaged and advantaged college women seemed more sociable, assertive, conscientious, venturesome, sensitive, guilt-prone, self-sufficient, tense and controlled. The advantaged women demonstrated an even greater tendency toward intelligence and enthusiasm. (RIE)

1,893. Sobrino, James F. Group Identification and Adjustment in Puerto Rican Adolescents. Unpublished Ph.D. Dissertation, Yeshiva University. 1965.
(Dissertation Abstracts. Vol. 26 (1966). p. 4067).

The author hypothesized that the social adjustment of a Puerto Rican adolescent depends, to a great extent, on his or her identification within the ethnic group itself. The person's idealized image (what group he or she identifies with) must then be compared with his or her self-image; adjustment would seem to depend upon the relative similarity of these two images.

To test his hypothesis, Sobrino administered the Semantic Differential Scale, the EFOS and a questionnaire to 360 male and female Puerto Ricans between the ages of twelve and eighteen. Ss were selected from four parochial schools and from a child guidance clinic. Ss were divided into 3 groups on the basis of these tests: 1) the clinic group, clearly maladjusted; 2) school maladjusted but not in therapy; and 3) school well adjusted. Correlations were made between the author's hypothesis and the groups of Ss, and it was found that: 1) the clinic group identifies more with the majority group (in which they are unacceptable); 2) the adjusted group maintains a favorable self-image while they do perceive differences between themselves and others; and 3) the maladjusted but non-clinic group seems to have a more positive self-image than the indicators would warrant. (DH)

1,894. Stanton, Howard R. "Social Research into Mental Retardation and Employment: A Puerto Rican Study." in A. Field (ed.). Urbanization and Work in Modernizing Societies. pp. 9-13.

"A sample of the total population of Puerto Rico was screened with intelligence tests 'to determine who had what level of intelligence, and what they were doing.' If mental retardation is defined by by IQ test scores, 'then societies like Puerto Rico have as high as 30 or 35% retardation. The person suffers less in many such societies not because he has been rehabilitated in some way, but because the society takes the low levels of ability into account.' The two main criteria were: '(1) The extent to which a disabling condition is compounded by structural position, by ethnic group membership, age category, social class, or place of residence and (2) The difference in effect of a disabling condition depending on the way economic and social factors are structured.'" (PASAR)

1,895. Strauss, Susan. "The Effect of School Integration on the Self-Concept of Negro and Puerto Rican Children. Graduate Research in Education and Related Disciplines. Vol. 3 (1967). pp. 63-76.

Compared the self-concept of second and third grade Black and Puerto Rican children of low socioeconomic background in a paired school and in a non-paired school. "Pairing is the combining of two school populations," one predominantly white, the other predominantly black. It was hypothesized that for both grades the paired group would have a higher self-concept, and that the paired third grade would do better than the second. A 50 question inventory was used in which there were three possible answers to each question. The possible score range was 100-150. One hundred children were tested, 50 in each of the two schools, 25 in each of the two grades. The results showed that the paired groups' scores were significantly higher than the non-paired groups' scores. No significant difference was found between the scores of the paired second and third grade groups. It is concluded that pairing does increase the self-concept of Black and Puerto Rican children. The extent of its positive influence needs further study. (PASAR Vol. 14 (1967) DC 237501 Abst. No. 12495)

1,896. Sunshine, Nancy J. Cultural Differences in Schizophrenia. Unpublished Ph.D. Dissertation, The City University of New York. 1971. (Dissertation Abstracts. 32:2 (1971). pp. 1197B-1198B).

Researchers have concluded that schizophrenias are manifestations of culturally conditioned responses to stress. Culture provides the values, life styles and interpersonal attitudes fundamental to the different symptons. A study by Singer and Opler found such symptomatic differences between Irish and Italian schizophrenics, and related them to the cultural factors of family and energy distribution. The present study worked with the hypothesis that differences in psychopathology, again due to cultural distinctions, would be found between 40 Black and 40 Puerto Rican male schizophrenics being hospitalized at Manhattan State Hospital. Class, ethnicity and educational level were controlled for and the Ss were divided into two age groups: over thirty, and under thirty. The first part of the study involved a census of hospital records, checking for incidence of alcoholism, etc. the second part involved the administration of the Wittenborn Psychiatric Rating Scale, the MACC II Behavioral Adjustment Scale and a hostility scale. The results reaffirm the Singer and Opler fundings, Blacks being similar to the Irish and Puerto Ricans resembling the Italians, and provide further evidence of the role of culture in transmitting sympton styles.

The Puerto Rican Ss were considered less of a management problem than the Black Ss, whose symptons were characterized by withdrawal. The Puerto Rican Ss were prone to acting out and assaultive behavior; they had more visitors than the Black Ss and exhibit much more sociable behavior. (DH)

1,897. Suraci, Anthony B. Reactions of Puerto Rican and Non-Puerto Rican Parents to Their Mentally Retarded Boys. Ph.D. Dissertation, New York University. 1966. (Dissertation Abstracts. Vol. 27 (11-A) pp. 3739-3740.).

The study dealt with the differences between Puerto Rican and non-Puerto Rican parents' reactions to their mentally retarded boys. It was hypothesized that there were differences in parents' reaction to etiology of retardation, child-rearing practices, reactions toward institutionalization and reactions to special education classes. Ss were 120 parents of mentally retarded boys; 60 Puerto Rican and 60 non-Puerto Rican, all from the Mental Retardation Clinic of New York Medical College. It was found that differences do exist in Puerto Rican and non-Puerto Rican parental attitudes toward retardation: Puerto Rican parents tend to be more superstitious and religious. Puerto Rican parents tend to be more authoritarian in their child-rearing practices than do non-Puerto Rican parents, and have more favorable attitudes concerning institutionalization than non-Puerto Rican parents. The non-Puerto Rican Ss had more favorable attitudes toward special education classes in publc schools, however. No significant differences could be found concerning: a) chronological ages of retarded boys and their families; b) education of the parents; c) family size; d) employment, or parental income. Differences noted were the levels of intelligence of the retarded boys and the parents' religious preference. (DH DC 28309 1)

1,898. Troutman, E.C. "Suicide Attempts of Puerto Rican Immigrants." Psychiatric Quarterly. Vol. 35 (1961). pp. 544-554.

D. Sociological and Anthropological Studies of Puerto Rican Communities on the Mainland

1,899. Aiello, John R. and Stanely E. Jones. "Field Study of the Proxemic Behavior of Young School Children in Three Subcultural Groups." Journal of Personality and Social Psychology. 19:3 (September, 1971). pp. 351-356.

Observed the proxemic relationships of 210 interacting pairs of Black, Puerto Rican, and White first and second graders in school playgrounds. Interaction distance and directness of shoulder orientation (axis) were recorded. Middle-class White subjects stood farther apart than lower-class Black and Puerto Ricans. Sex differences among White subjects in distance scores and culture and sex differences in axis scores were also found. Results suggest that proxemic patterns are acquired early in life and support the contention that differences between the dominant culture and other groups in the use of space are basic, with the qualification that sex roles may also influence proxemic behavior. (PASAR)

1,900. Abramson, Harold J. Ethnic Pluralism in the Connecticut Central City. Storrs, Connecticut: Institute of Urban Research, University of Connecticut. 1970.

1,901. Alers-Montalvo, M. The Puerto Rican Migrants of New York City: A Study of Anomie. Unpublished M.A. Dissertation, Columbia University. 1971.

1,902. Allen, Ruth A. "Mexican Peon Women in Texas."Sociology and Social Research. Vol. 15 (November-December 1930). pp. 131-142.

1,903. The American Catholic Family. Englewood Cliffs, New Jersey: Prentice Hall, Inc. 1956. Chapter VI.

1,904. Anderson, James and William H. Johnson. Social and Cultural Characteristics of Mexican-American Families in South El Paso, Texas. Interim Reports of the Mathematics Education Program. Las Cruces, New Mexico: New Mexico State University. 1968. 47pp. (ED 026 175)

1,905. Antonowsky, Aaron. "Aspiration, Class and Racial-Ethnic Membership." Journal of Negro Education. Vol. 36:4 pp. 385-393.

Earlier studies of students from a small city show that Black youngsters have a higher level of aspiration than Whites. Three hundred seventy eight 10th-graders from 5 schools in a large city were tested to see if the same pattern could be found, and to compare: (1) middle and low-class Blacks and Whites, and (2) Puerto Rican youths with Blacks and Whites. Senior guidance counselors asked 8 questions dealing with "future socioeconomic-educational aspirations and expectations". It was found that middle-class Whites had the highest aspiration level, and Puerto Ricans were relatively low. Patterns of response were similar for lower-class Whites, middle-class Puerto Ricans, and middle and lower-class Blacks. The comparison between the small city and the metropolis showed "differences between lower-class Whites and similarities between lower-class Blacks." (PASAR)

1,906. Arter, Rhetta M. Between Two Bridges: A Study of Human Relations in the Lower East Side of Manhattan, the Area Served by the Educational Alliance. Human Relations Monograph No. 5. Interpretation by Dan W. Dodson. New York University Center for Human Relations. 1956.

1,907. Arter, Rhetta M. Mid-City. Human Relations Monograph No. 3. New York University Center for Human Relations Studies. 1953.

1,908. Atkins, James A. "A Cultural Minority Improves Itself." Human Relations in Colorado. Denver: Colorado State Department of Education, 1961.

1,909. Baglin, Roger F. The Mainland Experience in Selected Puerto Rican Literary Works. Unpublished Ph.D. Dissertation, State University of New York at Buffalo. 1971.
(Dissertation Abstracts International. Vol. 32 (1971-72). p. 3290A.)

This study examines the mainland experience in the Puerto Rican short story, novel, and theater. Themes such as liberty and identity appear constantly in works on this subject. The study includes an introduction to Puerto Rican literature dealing with these themes before 1940, a discussion of the radical demographic and osciological changes since 1940 and a detailed examination of six works on the mainland experience by recognized authors. (ECK)

1,910. Barry, David W. "Opportunity for Protestant Churches among Puerto Ricans." National Council Outlook. Vol. 9 (May 1959). pp. 9-10.

1,911. Barry, David W. "The Puerto Rican Adapts Remarkably." Washington Post and Times Herald. March 8, 1959.

1,912. Beecher, Robert Houston. A Study of Social Distance Among Adolescents of Ethnic Minorities. Ph.D. Dissertation, New York University. 1968.
(Dissertation Abstracts International. Vol. 29 (2-A), 1968. pp. 398-399.)

The purpose of the study was to determine the nature of social distance between Puerto Rican and Black adolescents in New York City. Three hypotheses were tested: 1) length of residence; 2) color is related to the sociometric choices made by the youngsters; and 3) whenever either Puerto Ricans or Blacks are in the minority, the acceptance scores will be higher than when both are in the majority or in the minority. Results of testing on both the Ohio Acceptance Scale and the Bogardus Scale only partially substantiated the first hypothesis. In order to test the second hypothesis, the investigator used photographs; the Ss were asked to classify the students "light," "dark," or "medium." The correlation was at the .05 level, which was not significant. The third hypothesis was rejected after the t-test was calculated. Scores on the social acceptance scale were not necessarily higher when either group was in the minority. The author suggests that the social climate of the school environment was probably more responsible for the positive relationship between Puerto Rican and Black adolescents than was the minority/majority representation. (DH)

1,913. Bender, L. and S. Nichtern. "Two Puerto Rican Boys in New York." in G. Seward (ed.). Clinical Studies in Cultural Conflict. New York: Ronald. 1958.

1,914. Benitez, Jaime. "El Problema Humano de la Emigración." La Torre. (Enero-Marzo, 1956). pp. 13-21.

1,915. Berger, S. "Puerto Rican Migrants Create Housing Problems." Real Estate News. Vol. 33 (August 1942). pp. 265-267.

1,916. Berkowitz, Elaine. "Family Attitudes and Practices of Puerto Rican and Non-Puerto Rican Pupils." High Points. (March, 1961). pp. 25-34.

In the past 8 years the number of Puerto Rican children in New York City's public schools has increased 150% and many difficulties in teaching these children have come up. A great deal has been written about the language handicaps and cultural differences of the Puerto Rican children, but this home economics teacher set out to see if those supposed family backgrounds were really different.

The results of a survey of 247 students (120 PR and 127 non-PR) at J.H.S. 263 in Brooklyn, New York, indicated that the differences in family patterns were really not that siginificant. "It would appear that both groups of pupils, Puerto Rican as well as non-Puerto Rican pupils, need help in the typical concerns of youth at the adolescent level. If there are any differences they would appear in the following: Puerto Rican pupils more than non-Puerto Rican pupils need help in the area of family relationships; Puerto Rican pupils need help in improving facilities for living within the home and for carrying on normal family life. Since they are living under more crowded conditions, emphasis needs to be on providing some kind of privacy for the members, and help sharing in limited facilities. Since there is more unemployment among the Puerto Rican group, help must be furnished in the better use of the money.... The non-Puerto Rican pupils more than the Puerto Rican pupils need help in the appreciation of the companionship of the family group; The non-Puerto Rican pupils have to assume more responsibility for household management because there are more working parents in the group..." (DH)

1,917. Berle, Beatrice B. Eighty Puerto Rican Families in New York City. New York: Columbia University Press. 1958.

1,918. Berle, Beatrice B. "Sterilization and Birth Control Practices in a Selected Sample of Puerto Rican Living in a Manhattan Slum." Fertility and Sterility. Vol. 8 (May/June 1957). pp. 267-281.

1,919. Beytagh, L.A. Family Dynamics in Thirty-two Puerto Rican Families. Unpublished Ph.D. Dissertation, Columbia University. 1967.

1,920. Bienstock, Herbert. Labor Force Experience of the Puerto Rican Worker. New York: United States Bureau of Labor Statistics. (May 20, 1968).

1,921. Bodarsky, C.J. "Chaparonage and the Puerto Rican Middle Class." Journal of Marriage and Family. 26:347-348, August 1964.

1,922. Bogardus, Emory S. "Second Generation Mexicans." Sociology and Social Research. Vol. 13 (1928-1929) pp. 276-283.

1,923. Bouquet, Susana. Acculturation of Puerto Rican Children in New York and Their Attitudes toward Negroes and Whites. Unpublished Ph.D. Dissertation, Columbia University. 1961. (Dissertation Abstracts. Vol. 22 (1962). p. 4105-4106.)

The purpose of this study was to investigate the relationship between the acculturation of Puerto Ricans in New York and their physical type. Ss were 140 Puerto Ricans, 31 Blacks, and 32 Whites, all males, between the ages of 10.5 and 12.5. The schedule for interviewing consisted of a questionnaire and photographs protraying different physical types and different occupations, and some showing hostile and friendly situations. The boys were asked to match physical types with occupations and the various situations pictured in the photographs. Each of the Ss' verbal responses were recorded and classified according to the length of time he had lived in New York and his physical type. The findings indicate that 1) individual behavior within a family changes less during acculturation than behavior within a community; 2) the degree of acculturation of Puerto Ricans does not vary according to the physical types (i.e. light or dark Puerto Ricans); 3) the Puerto Rican Ss made use of physical discrimination to the same extent as the Black and White Ss. (DH)

1,924. Boxhill, C.J.; T.V. Kalarickal; M. Curcio. "Certain Expressed Moral Beliefs of Three Groups of Early Adolescent Boys." National Catholic Guidance Conference Journal. Vol. 14 (1969). pp. 21-24.

Ss were 63 Black, 68 Puerto Rican, and 51 White eighth grade boys from Catholic schools of East and Central Harlem whose families were in upper-low and lower-low socioeconomic levels. The instrument used was Isler's revision of the Havighurst and Taba Student Belief Inventory. Whites scored higher on honesty and responsibility than did the other two groups. No significant difference was found in regard to friendliness, loyalty, and moral courage among any of the groups. (PASAR)

1,925. Braestrup, Peter. "Life among the Garment Workers." *New York Herald Tribune*. September 29-October 10, 1958. (series of ten articles.)

1,926. Bram, Joseph. *The Lower Status Puerto Rican Family. Revised*. New York: Mobilization for Youth, Inc. (March, 1963). 14pp. (ED 016 690)

1,927. Brameld, Theodore. "Explicit and Implicit Culture in Puerto Rico: A Case Study in Educational Anthropology." *Harvard Educational Review*. Vol. 28 (Summer, 1958). pp. 197-213.

1,928. Brameld, Theodore. *The Remaking of a Culture*. New York: 1959. 478pp.

1,929. Brody, E. "Cultural Exclusion, Character and Illness." *American Journal of Psychiatry*. Vol. 122 (1966). pp. 852-858.

1,930. Brown, Myrtle Irene. *Changing Maternity Care Patterns in a Migrant Puerto Ricans: A Study of Acculturation in a Group of Puerto Rican-Born Women in New York City, Relevant to the Extent of their Utilization of Professional Health Care during the Maternity Cycle*. Ph.D. Dissertation, New York University. 1961. (*Dissertation Abstracts*. Vol. 22 (1962). p. 4330.)

1,931. Brown, Stuart. "Philadelphia's Puerto Ricans: Language Barrier is Chief Source of Problems Faced by Migrants." *Philadelphia Sunday Bulletin*. March 16, 1958.

1,932. Bryce, Herrington J. *Social Origin as an Obstacle or as an Aid to Mobility: A Comparative Analysis of Long-Run Occupational Mobility*. Ph.D. Dissertation, Syracuse University. 1966. (*Dissertation Abstracts*. Vol. 28 (2-A) 1967. pp. 333-334).

The purpose of this study was to determine to what extent a father's social origin and occupation affect the son's opportunities for social mobility, either upward or downward. It is a cross-national study in that the investigation was carried out in the United States, Puerto Rico, Japan, and seven countries of Western Europe. The study revolves around these variables: 1) the efficient utilization of human talent; 2) the occupational wage structure; 3) the level and distribution of employment; and 4) economic equity. Three broad occupational categories were used: middle-class, working-class, and elite; the nebulous quality of the classification system may have some bearing on the validity of the study, the author notes. For the purposes of this study, an index of mobility into non-competing groups was developed and applied to the above classes. It was shown that, in all societies, middle-class origin was an aid to elite status while working-class origin was an obstacle for upward mobility. France, Sweden, West Germany, Puerto Rico and the United States all provide equal opportunity for the working-class to enter middle-class occupations. Italy, Japan, Puerto Rico and the United States all provide elite and middle-class people the opportunity to enter working-class occupations; in the other countries studied, such downward mobility is hindered. The implication here is that, in the United States (and in Puerto Ric9), social origin is less likely to hinder or facilitate occupational mobility than it is in other societies. (DH)

1,933. Cahill, Imogene D. Child-Rearing Practices in Lower Socioeconomic Ethnic Groups. Unpublished Ph.D. Dissertation, Columbia University. 1966.
(Dissertation Abstracts. 27:9 (1967). p. 3139A.).

The purpose of the study was to identify what differences, if any, exist in the child-rearing practices of lower socioeconomic ethnic groups. Ss were 60 mothers, representing PR, Black and White groups equally. The schedule used by interviewers was designed by Sears, Maccoby and Levin for their investigation of child-rearing practices of middle-class and working-class mothers, reported by them in Patterns of Child Rearing. Repsonses from the present study were broken down and rated on the Sears' schedule; analysis of the results led to the rejection of the original hypothesis that the child-rearing practices of PR, Black and White families of the lower socioeconomic group differ from each other. In fact, comparing the results of the present study to the results of the Sears' study of middle and working-class practices, it seems that socioeconomic status has a stronger influence on the patterns of child-rearing than ethnogeny.

Some differences exist between the present study's three ethnic groups, however. It was found that PR mothers were the most permissive, and Black mothers the least. The PR mothers encouraged dependency and aggression much less than the Black mothers did: White mothers fell in between the other two on both of these measures. (DH)

1,934. Carter, Hugh and Bernice Doster. "Social Characteristics of Naturalized Americans from Mexico: Age and Marital Status." Monthly Review, Immigration and Naturalization Service. U.S. Department of Justice. Vol. 8 (September 1950) pp. 35-39.

1,935. "The Challenge in Working with Puerto Rican Families." Pathways in Child Guidance. 2:3 (April, 1960). pp. 3-6.

1,936. Chess, Stella; and Others. Social Class and Child-Rearing Practices. 1967 (unpublished). (Paper prepared for the American Psychological Association Divisional Meeting, November 17, 1967.)

1,937. Commonwealth of Puerto Rico. Department of Labor. Migration Division, New York City. The Jobs We Do. Migration Division. 1952.

1,938. Commonwealth of Puerto Rico. Department of Labor, Migration Division, New York City. Trade Unions and Puerto Rican Workers on the Mainland. Migration Division, 1952.

1,939. Complaints Alleging Discriminition Because of Puerto Rican National

Origin, July 1, 1945 - September 1, 1953. New York: New York State Commission Against Discrimination. 1958.

1, 940. Crasilneck, Harold Bernard. A Study of One Hundred Latin-American Juvenile Delinquents in San Antonio, Texas. Unpublished Master's thesis, University of Texas. 1948.

1,941. Cruz, Maria Angelita. Spanish-Speaking Children's Expressed Attitude Toward Money Values. Unpublished Master's thesis, University of Texas. 1942.

1,942. Díaz, Manual, et al. The Attitudes of Puerto Ricans in New York City to Various Aspects of Their Environment. (Project No. 4317. New York School of Social Work, June 1953.)

1,943. Doob, Christopher Bates. The Development of Peer Group Relationships among Puerto Rican Boys in East Harlem. Ph.D. Dissertation, Cornell University. 1967.
(Dissertation Abstracts. Vol. 28 (1968). p. 2788A.)

1,944. Drusine, Leon. Some Factors in Anti-Negro Prejudice among Puerto Rican Boys in New York City. Unpublished Ph.D. Dissertation, New York University. 1955.

1,945. Eastman, Clyde. Assessing Cultural Change in North-Central New Mexico. New Mexico State University, Las Cruces. Agricultural Experiment Station. Washington, D.C.: Dept. of Agriculture. January 1972. 65pp.
(ED 063 070)

1,946. "Economic Status of Puerto Ricans: United States and New York, New York." Manpower Report of the President, 1964. U.S. Government Printing Office, 1964.

1,947. Elam, Sophie L. "Poverty and Acculturation in a Migrant Puerto Rican Family." The Record (New York City). (April, 1969). pp. 617-626.

The article is essentially a case history of a migrant Puerto Rican family, the Mendozas, from the time of their arrival on the mainland to the birth of their eldest child's daughter. The author's apparent objective is to show that the full acculturation of Puerto Rican families is thwarted because of their poverty, their different cultural background, and American intolerance of their cultural system. The author describes the family's problems with language, employment and housing in some detail. It is implied that they do not adapt to the new country until well into the first mainland born generation's adulthood. There is some discussion of the traditional Puerto Rican mother who, inadvertently, does not allow or encourage her children to develop the kinds of attitudes that might help them survive and compete better in the new cultural environment. Though the Puerto Ricans may acquire some trappings of middle-class life in this country, they are still effectively kept out of the mainstream of American society because of their poverty, inferior living conditions (barrios), language problems, and educational difficulties. (DH)

1,948. Fantino, Eileen. "Children of Poverty." Commonweal. Vol. 62 (June 17, 1955). pp. 271-274.

1,949. Feree, William; Joseph Fitzpatrick and John Illich. Report on the First Conference on the Spiritual Care of Puerto Rican Migrants. Archidiocese of New York. 1955.

1,950. Fernández-Marina, R.; E.D. Maldonado-Sierra; and R.D. Trent. "Three Basic Themes in Mexican and Puerto Rican Family Values." Journal of Social Psychology. 48:2 (1958). pp. 167-181.

1,951. Fernández Méndez, Eugenio. La identidad y la cultura: Críticas y valoraciones en torno a Puerto Rico. San Juan: Ediciones el Cemi, 1959.

1,952. Fernos Isern, Antonio. "The Role of Puerto Rico and Its People in the Americas." Journal of Educational Sociology. Vol. 35 (May, 1962). pp. 397-401.

1,953. Findling, Joav. "Bilingual Need Affiliation and Future Orientation in Extragroup and Intragroup Relations." Modern Language Journal. 53:4 (1969). pp. 227-231.

Reported on 2 experiments conducted using 18 male Spanish-English bilingual teenagers of Puerto Rican descent confined to the Spanish-speaking ghetto of Urban New York. Experiment 1 dealt with need affiliation, hypothesizing that these subjects would exhibit greater need affiliation in English than in Spanish. Word association scores were obtained from subjects. The test was administered in both English and Spanish. Henley's index of need affiliation was applied, and the data subjected to analysis of variance. Experiment II was concerned with future orientation. Six pairs of incomplete sentences in both English and Spanish were presented to each subject for completion. The sentences in each pair varied with respect to future or past. An analysis of variance was performed on this data. An analysis of variance was performed on this data. Results indicated that both future orientation and need affiliation were greater in English than in Spanish. It appears that English is associated with greater social rejection than is Spanish. (PASAR)

1,954. Fishman, Joshua A. "Attitudes and Beliefs About Spanish and English Among Puerto Ricans." Viewpoints. Vol. 47 (March, 1971). pp. 51-72.

1,955. Fitzpatrick, Joseph P. "The Adjustment of Puerto Ricans to New York City." in: Milton L. Barron, ed., Minorities in a Changing World. New York: Alfred A. Knopf, 1967. Also in: Journal of Intergroup Relations. Vol. 1 (Winter 1959-1960), pp. 43-51.

1,956. Fitzpatrick, J.P. "Attitudes of Puerto Ricans Toward Color." The American Catholic Sociological Review. 20:3 (1959). p. 219-233.

1,957. Fitzpatrick, Joseph P. "Crime and our Puerto Ricans." Catholic Mind. Vol. 43 (1960). pp. 39-50.

1,958. Fitzpatrick, J.P. Delinquency and the Puerto Ricans. New York: Migration Division, Government of Puerto Rico. 1959.

1,959. Fitzpatrick, Joseph P. "The Integration of Puerto Ricans." Thought. (Autumn, 1955).

1,960. Fitzpatrick, J.P. "Intermarriage of Puerto Ricans in New York City." The American Journal of Sociology. 71:4 (1966). pp. 395-406.

1,961. Fitzpatrick, J.P. "Mexicans and Puerto Ricans Build a Bridge." America. (December 31, 1955). pp.

1,962. Fitzpatrick, J.P. "Problems of Diverse Culture Patterns and Value Systems." Lecture, Mimeographed. 1961.

1,963. Fitzpatrick, Joseph P. Puerto Rican Americans: The Meaning of Migration to the Mainland. Ethnic Groups in American Life Series. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1971. 215p.
(ED 061 396)

The focus of the present study is the quest of the Puerto Ricans for identity. This is the feature of their migration which they share most intimately with all other immigrant groups, and yet it is the aspect in which their experience both on the Island before they come and in New York, is unique. After they arrive in New York, they face a set of circumstances which make the quest for identity much more difficult for them than it was for earlier groups. Initial dispersal over wide areas, continued relocation, and the policy of integration in public housing make it more difficult for Puerto Ricans to establish or retain stable and strong Puerto Rican neighborhoods. The need of the great majority who are Catholics to adjust to integrated parishes, rather than having Puerto Rican parishes, largely eliminates the parish as a focus of identity. The facility of low cost travel back to Puerto Rico may make it easier to retain identity with the Island. Finally, the variety of color among Puerto Ricans also complicates the problem of identity in the presence of mainland discrimination. (RIE)

1,964. Fitzpatrick, J.P. "Puerto Ricans in Perspective: The Meaning of Migration to the Mainland." International Migration Review. Vol. 2 (1968). pp. 7-20.

This article examines the Puerto Rican migration to New York City from the historical perspective of past migrations to New York. The author discusses the problems of assimilation and preservation of identity which, after years of identification with the Black community, are particularly difficult for the Puerto Ricans now. In a brief review of the outstanding literature on Puerto Rican culture and assimilation, Fitzpatrick presents different views of their present situation. Over the last ten years, there has been a shift in strategy from an emphasis on culture to an emphasis on power, largely influenced by the Black Power movement. The experiences of the past appear to be repeating themselves in this, the present migration. Fitzpatrick feels that the situation now is an optimistic one, that the Puerto Ricans are merely participating in the "turbulent social process" of becoming New Yorkers. (DH)

1,965. García, Alonso. "Discrimination Against Puerto Ricans." pp. 79-80. In: Governor's Advisory Commission on Civil Rights. Springfield, Ohio: Governor's Advisory Commission on Civil Rights, December 1958.

1,966. Geismar, Ludwig L. and Ursula C. Gerhart. "Social Class, Ethnicity, and Family Functioning: Exploring Some Issues Raised by the Moynihan Report." Journal of Marriage and the Family. Vol. 30 (1968). pp. 480-487.

Investigated the relationship between the social functioning of urban families and their ethnic status, i.e., the influence of social class on the way ethnic group membership affects family behavior. A sample of 50 Black, 50 White, and 33 Puerto Rican families was used. Findings show that social status overshadows ethnicity in determining the nature of family functioning. (PASAR)

1,967. Glazer, Nathan and Daniel P. Moynihan. Beyond the Melting Pot: the Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City. Cambridge, Massachusetts: M.I.T. and Harvard University. 1963.

1,968. Golob, Fred. "The Puerto Rican Worker in Perth Amboy, New Jersey." Occasional Studies: No. 2. Institute of Management and Labor Relations, Rutgers University, March 1956.

1,969. González, A. Problems of Adjustment of Puerto Rican Boys. Project 4593. New York School of Social Work. 1956.

1,970. Gray, Lois. "The Labor Union and Puerto Ricans in New York City." Organization for Economic Cooperation and Development. December 1963. Reprint No. 147 of the New York School of Industrial and Labor Relations, Cornell University, Ithaca New York.

1,971. Groty, Dorothy R. Puerto Rican Families in the Navy Yard District of Brooklyn. Unpublished Manuscript (1931). In Covello Papers.

1,972. Harvey, L.F. "Delinquent Mexican Boy." Journal of Educational Research. Vol. 42 (April 1949) pp. 573-585.

1,973. Helfgott, Roby B. "Puerto Rican Integration in the Skirt Industry in New York City." in A. Antonovsky and L. Lorwin, eds., Discrimination and Low Incomes. New York State Commission Against Discrimination. 1958.

1,974. Helping Puerto Ricans Help Themselves. New York: Commonwealth of Puerto Rico, Department of Labor, Migration Division. September 1958.

1,975. Hernández, Deluvina. "Mexican-American Challenge to a Sacred Cow." Monograph 1 (March, 1970). Los Angeles: Mexican-American Cultural Center, Los Angeles: University of California.

1,976. Hernández, Joseph William. The Sociological Implications of Return Migration in Puerto Rico: An Explatory Study. Ph.D. Dissertation, University of Minnesota. 1964.
(Dissertation Abstracts. Vol. 27 (1967). p. 4350A.).

1,977. Hillson, Maurie et al. Education and the Urban Community: Schools and the Crisis of the Cities. 1969. 506pp.
(ED 040 233)

Selection of 49 articles dealing with the crises and conflicts of urban education. Articles discuss the impact of urbanization, social stratification, the effects of urban poverty on Black and Puerto Rican families, and the disadvantaged school dropout. (RIE)

1,978. Howell, James D. and Others. Migrant Farm Workers in Northwestern Ohio. Ohio Agricultural Research and Development Center, Wooster. August 1971. 28pp.
(ED 065 228)

1,979. Illich, I. "Puerto Ricans in New York." Commonweal. Vol. 64 (1956). pp. 294-297.

Illich discusses the new migrants in New York City with an emphasis on the distinctness of their migration. The Puerto Rican migration has broken many of the patterns that had been followed by previous migrant groups, and this has been less than advantageous in many respects. The author demonstrates the necessity for the Puerto Rican population of New York City to gain recognition and respect for their background. He concludes, "What they need is not more help but less categorization according to previous schemes, and more understanding." (DH)

1,980. Insurralde, Adolfo. *Socio-Economic Factors Affecting Families in the Forsyth Area*. New York: Lower Eastside Neighborhoods Association. 1964.

Puerto Rican life in New York City.

1,981. Jackson, Anne, Ed. *Ethnic Groups--Their Cultures and Contributions.* Arkansas State Department of Education. Little Rock: September 1970. 162pp.
(ED 063 062)

1,982. Jenkins, Shirley. *Intergroup Empathy: An Exploratory Study of Negro and Puerto Rican Groups in New York City.* Unpublished Ph.D. Dissertation, New York University. 1957.
(*Dissertation Abstracts*. Vol. 18 (1958). p. 1125.).

The purpose of this investigation was to determine the extent of intergroup empathy between Black and Puerto Rican people in New York City. Empathy was measured by the ability of members of the two groups to predict the responses of each other to statements about intergroup relations. Ss were 250 Black and Puerto Rican participants in community agencies and churches in four Manhattan neighborhoods where there is much intergroup contact: Chelsea, the Lower East Side, the West Side and East Harlem. Ss completed either the English or Spanish version of the empathy schedule and were required to give a three-part response to each statement: "Do you agree?", "Do members of your own group agree, in general?", and "Do members of the other group agree, in general?" Analysis showed a high level of individual agreement among Black and Puerto Rican Ss on cooperative statements. There were significant differences in their responses to conflict statements, however, with individuals identifying closely with their own groups. Empathetic responses were measured by comparing intergroup predictions with both individual and intragroup reactions of the opposite group. Schedule statements with the lowest empathetic responses dealt with matters in which there is considerable competition between the groups: housing, employment, racial and ethnic status and social acceptance. The author concludes that the attitudes of Puerto Ricans and Blacks toward each other depended more on their separate problems within the larger community than on their intergroup associations. (DH)

1,983. Jensen, Gerald M. *Investigation of Occupational Training Needs of Migrant Workers which May Point Toward Employment in other than Migrant Employment*. Imperial County Schools, El Centro, California. Washington, D.C.: National Center for Educational Research and Development. April 28, 1972. 78pp.
(ED 065 262)

1,984. Johnson, G.B., Jr. "Relationship Existing Between Bilingualism and Racial Attitude." *Journal of Educational Psychology*. 42:5 (May, 1951). pp. 357-365.

Johnson measured the attitudes of bilingual male students toward the Anglo ethnic group and found that a profound knowledge of the Anglo culture or no knowledge of it yielded the least cultural prejudice.

1,985. Jones, Stanley E. "A Comparative Proxemics Analysis of Dyadic Interaction in Selected Subcultures of New York City." Journal of Social Psychology. 84:1 (June 1971). pp. 35-44.

"Two studies investigated subcultural and sex differences in spatial orientation behavior. Two-person groups of adults in four separate poverty subcultures (Negro, Puerto Rican, Italian, and Chinese) were observed engaging in social interaction on the public streets of New York City. Trained judges made estimates of the interpersonal distance and mutual shoulder orientation of each dyad. Regardless of subcultural group membership, women were found to be more direct in shoulder orientation than men, an outcome which appears to parallel the findings of previous studies of eye-contact behavior. There was some evidence, as informants had predicted, that Black males were less direct than males in other minority groups, although this result did not approach statistical significance. Finally, interaction distance was strikingly similar in all of the subcultures studied, contrary to expectations, suggesting the inference that poverty groups are rather homogeneous in the structuring of interpersonal distance." (PASAR)

1,986. Kalarickal, Thomas V. Certain Expressed Moral Beliefs of Three Groups of Early Adolescent Boys. St. John's, 1968. (Dissertation Abstracts: 1968. Vol. 28 (12-A). p. 4910).

The purpose of the study was to examine whether differences in certain expressed moral beliefs exist among Puerto Rican, Black and White adolescent boys who live in the same socioeconomic area. The 305 Ss were all eighth grade boys from the 116 Catholic schools of East and Central Harlem who identified themselves as Puerto Rican (116), Black (111), or White (78), and who had lived in that area for at least six months prior to the study. The Student Belief Inventory was used to assess the S's expressed moral beliefs about the following traits: friendliness, honesty, loyalty, moral courage and responsibility. Additional data collected for the study were the S's scores on the STA achievement series, their answers on the Student Questionnaire, and the reports of teachers. When the samples were compared for their expressed moral beliefs by means of the "t" technique, without controlling any variable, significant differences were found in honesty, moral courage and responsibility. The White group scored significantly higher when compared with the Puerto Rican and Black groups, between whom there was no significant difference. When the samples were controlled for differences in age, social status and academic achievement, differences in honesty and responsibility were found. Again, the White group scored higher than the other two groups. Among the three groups there was no significant difference in friendliness, loyalty and moral courage. There was no significant difference between the Puerto Rican and Black samples in any trait. (DH DC 42737 1)

1,987. Kantrowitz, Nathan. Social Mobility of Puerto Ricans in New York, 1950-1960. (unpublished) 1967.

1,988. Kantrowitz, Nathan. "Social Mobility of Puerto Ricans: Education, Occupation, and Income Changes among Children of Migrants, New York, 1950-1960. International Migration Review. Vol. 2 (1968). pp. 53-72.

This article tests the assumption that upward mobility of an immigrant group is possible if the institutions of the host country are open to social change and the immigrants' culture encourages social mobility by analyzing the statistics of the 1950 and 1960 census concerning Puerto Ricans in the New York metropolitan area. The conclusion is that at least the children of Puerto Rican migrants have achieved some high school education, certain White collar jobs and, to a lesser extent, higher income. Both Puerto Rican parents and their children are still poor, however; but, if these data can be used for prediction, it seems that there is a good possibility of reaching a distribution of social class similar to that of other groups in the city within the lifetimes of the Puerto Rican migrants and their children. (ECK)

1,989. Kelly, Lenore Mary. Community Identification among Second Generation Puerto Ricans; Its Relation to Occupational Success. Unpublished Ph.D. Dissertation Fordham University. 1971. (Dissertation Abstracts International. Vol. 32 (1971-72). p. 2223A.)

This was a study of thirty married Puerto Rican males in an attempt to determine factors which lead to varying degrees of occupational success. The informants had some contact with the Puerto Rican community in Brooklyn and represented three levels of occupational success: successful, stable and unsuccessful. The evidence seems to indicate that those second generation Puerto Ricans who are successful tend to retain their contact with the Puerto Rican community, express pride in their heritage and seek to perpetuate it in their children. The occupationally stable, as they acquire skills necessary to mobility, also tend to follow this pattern. The loss of community strength and ethnic identity are more likely to be associated with failure to advance. (ECK)

1,990. Kluckhohn, Florence R. and Fred L. Strodtbeck. Variations in Value Orientations. Evanston, Illinois: Row Peterson. 1961.

1,991. Kochman, Thomas. Mainstream and Non-Mainstream Communication Norms. Cambridge, Massachusetts: Language Research Report No. 6. January 1972. pp. 7-50.
(ED 063 814)

This document discusses significant differences between the cultural personalities and communication patters on non-mainstream groups in an effort to understand the nature and cause of conflict between groups. The author seeks to identify the "combustible" features of different communication systems to demonstrate the systematice nature of the features as they operate within their respective "natural" cultural settings by showing how they interrelate with other aspects of the communication process, and to show the extent to which these features can be "accounted for" in terms of general or specific (ethnic) cultural factors. (RIE)

1,992. Lauria, Anthony. "Respeto, Relajo and Interpersonal Relations in Puerto Rico." Anthropological Quarterly. Vol. 37 (April, 1964). pp. 53-67.

1,993. Leibowitz, Arnold H. "English Literacy: Legal Sanction for Discrimination," Notre Dame Lawyer, 45:1 (Fall, 1969), pp. 7-67. (ED 040 378)

The thesis of this article is that, in general, English literacy tests and other statutory sanctions applied in favor of English were originally formulated as indirect but effective means of achieving discrimination on the basis of race, color or creed. Many such provisions in the law are anachronistic while others retain their vigor and continue to operate in a discriminatory manner. A few contribute to the "official" character that English enjoys in our society or to the health and safety of the operation of certain institutions. Of special interest: English as the exclusive language of the American school system and the special case of Puerto Rico. (from document)

1,994. The Leisure Time Problems of Puerto Rican Youth in New York City: A Study of the Problems of Selected Group Work Programs. New York: Archdiocese of New York, Catholic Youth Organization, January 1953.

1,995. Lennon, John Joseph. A Comparative Study of the Patterns of Acculturation of Selected Puerto Rican Protestants and Roman Catholic Families in an Urban Metropolitan Area (Chicago). Ph.D. Dissertation, University of Notre Dame. 1963. (Dissertation Abstracts. Vol. 24 (1963)p. 2613.)

This study investigates the extent of acculturation of Puerto Rican Protest and Roman Catholic families in Chicago, and the role of the Church as an agent of acculturation for this migrant population. The sample consisted of 50 Protestant and 50 Roman Catholic couples who were interviewed (in Spanish) in their homes. Acculturation was measured by assigning scores to each individual on a weighted 16 item Index of Acculturation. Findings are as follows: 1) the respondents have generally low acculturation scores; 2) age and religiousness were significantly related to acculturation; 3) there is no significant difference between the acculturation of migrants from urban and rural parts of Puerto Rico, male and female migrants, or Protestants and Catholics; and 4) year of migration is not significantly related to acculturation in Chicago. Both churches were found to impede and assist acculturation; both migrant groups preferred Spanish clergymen and services. (ECK)

1,996. Levitas, Mitchel. "New York's Labor Scandal: The Puerto Rican Workers." New York Post. July 15-19 and 21, 1957.

1,997. Lewis, Oscar. "The Culture of Poverty in Puerto Rico and New York." Social Security Bulletin. (September, 1967).

1,998. Lewis, Oscar. La Vida: A Puerto Rican Family in the Culture of Poverty. San Juan and New York. New York: Random House. 1966.

1,999. Lewis, Oscar. "Mother and Son in Puerto Rican Slum, Part I, Felicita." Harper's. December, 1965. pp. 71-84.

2,000. Lewis, Oscar. "Portrait of Gabriel: A Puerto Rican Family in San Juan and New York, Part II, Gabriel." Harper's January, 1966. pp. 54-59.

2,001. Lewis, Oscar. A Study of Slum Culture: Backgrounds for La Vida. New York: Random House. 1968.

2,002. Lorain and Gary Experience with Puerto Rican Workers. (Six articles reprinted from the Gary Post Tribune). Washington: Office of the Government of Puerto Rico, 1948.

2,003. Mencher, Joan P. Child Rearing and Family Organization among Puerto Ricans in Eastville, El Barrio de Nueva York. Unpublished Ph.D. Dissertation, Columbia University. 1958. (Dissertation Abstracts. Vol. 19 (1958). pp. 931-932.).

2,004. Miller, Michael Victor. Conflict and Change in a Bifurcated Community: Anglo - Mexican-American Political Relations in a South Texas Town. Master's thesis, A and M University, College Station, Texas. December 1971. 292p. (ED 063 993)

2,005. Mintz, Sidney W. Puerto Rico: An Essay in the Definition of a National Culture. In: Status of Puerto Rico: Selected Background studies for the United States-Puerto Rican Commission on the Status of Puerto Rico. Washington, D.C.: U.S. Government Printing Office. 1966.

2,006. Mintz, Sideny. Worker in the Cane. New Haven, Connecticut: Yale University Press. 1960.

Studies the conversion of a poor sugar cane worker in Puerto Rico to a Pentecostal sect. The author discusses the idea that poor people, caught in a rapidly changing society, tend to seek security in the religious or ethnic community in which they can retain a sense of the traditional way of life. This hypothesis can be easily applied to the migrant Puerto Rican on the mainland. (DH)

2,007. Minuchin, S. et al. Families in the Slums. New York: Basic Books. 1967.

2008. Monserrat, Joseph. "Community Planning for Puerto Rican Integration in the United States." An address at the National Conference on Social Welfare, Minneapolis, Minnesota, May, 1961.

2009. Muñoz Marín, Inés María Mendoza de. "Identidad Puertoriqueña." *La Prensa*. (July 30, 1961).

2,010. McCauley, Margaret A. *A Study of Social Class and Assimilation in Relation to Puerto Rican Family Patterns*. Ph.D. Dissertation Fordham University. 1972.
(*Dissertation Abstracts International*. Vol. 33 (1972). p. 428A.).

Previous studies of the American family indicate that conjugal roles are conditioned to some extent by socioeconomic status. Studies of Puerto Rican families in New York City show that their husband-wife relationships are affected by both socioeconomic status (SES) and degree of assimilation (DOT). The purpose of the present study was to examine the conjugal-role relationship of Puerto Rican husbands and wives, and to attempt to determine the influence of cultural and economic factors. Data was obtained from an interview, a questionnaire and direct observation. Findings show that SES is a more important determinant for companionship and DOT is a more important determinant for division of labor and decision-making. Sex is an important variable for decision-making and division of labor only. (from abstract, abridged, DH)

2,011. McCready, Fred. "Prejudice, Language Barrier Add to Puerto Rican Problem." and Community Council Seeks Way to Ease Lot of Puerto Ricans." *Allentown* (Pa.) *Call*. May 2-3, 1958.

2,012. McKeon, John. "The Ortiz Family." *Jubilee*. Vol. 1 (June 1953). pp. 22-23.

2,013. Narita, Ruth. *The Puerto Rican Delinquent Girl in New York City*. Unpublished M.A. Thesis, Fordham University. 1954.

2,014. Newfield, Jack. "Harlem Sí, Tammy No." *Commonweal*. Vol. 75 (September 29, 1961). pp. 10-12.

2,015. O'Brian, Robert W. "Hawaii's Puerto Ricans: Stereotype and Reality." *Social Processes in Hawaii*. Vol. 23 (1959). pp. 61-64. (University of Hawaii).

2,016. O'Flannery, Ethna, "Social and Cultural Assimilation." *American Catholic Sociological Review*. 22-196-206 (Fall 1962).

2,017. Opler, Marvin K. "Dilemmas of Two Puerto Rican Men." In G. Seward, ed. *Clinical Studies in Culture Conflict*. New York: Ronald. 1958. pp. 223-244.

2,018. "Out of the Melting Pot." *Economist*. Vol. 211 (April 1964). p. 273.

2,019. Pakter, Jean, et al. "Out-of-Wedlock Births in New York City." *American Journal of Public Health*. Vol. 50 (May 1961). pp. 683-696. Concluded in Vol. 51 (June 1961). pp. 846-865.

2,020. Pérez Justino, David. *A Suggested Human Relations Program for Puerto Ricans in Spanish Harlem*. Unpublished Ph.D. Dissertation, Columbia University. 1952.

2,021. "Pleas for the Puerto Ricans." *Social Science Review.* Vol. 26 (September 1952). p. 26.

2,022. Poblete, R. and T.F. O'Dea. "Anomie and the Quest for Community: the Formation of Sects among the Puerto Ricans in New York." *American Catholic Sociological Review.* Vol. 21 (1960). pp. 18-36.

2,023. Preble, Edward. "The Puerto Rican American Teenager in New York City." in Eugene Brody (ed.) *Minority Group Adolescents in the United States*. Baltimore, Maryland: Williams and Wilkins. 1968. pp. 48-72.

Data for this report on Puerto Rican adolescents in New York City has been collected over a 10-year period during which time the author served as a participant-observer of four predominantly Puerto Rican communities in the city. Preble states that he has "simply absorbed information through personal and social relationships" so that it will be understood that his conclusions have not been the result of a systematic research program. The report contains a brief description of the historical and cultural characteristics of Puerto Ricans, and goes on to discuss the problems the migrants encounter when they reach New York City. Among the issues treated in this report are the relationships of Puerto Ricans to non-Puerto Ricans; the identification of Puerto Ricans with Blacks; the physical conditions of the Puerto Rican population in New York--housing, climate; employment, job discrimination; return migration; the family, especially in regard to the traditional pattern of male dominance which is breaking down here; and the alternatives of American-born children of Puerto Rican migrants. American born Puerto Ricans have a much greater potential for success than those who come to New York as adolescents because of their relative familiarity with English. The major factor for success for young Puerto Ricans is their knowledge of English. Crime and narcotics are touched upon as alternatives for the frustrated Puerto Rican student or worker who chooses to "drop out." (DH)

2,024. "The Prejudice of Having No Prejudice in Puerto Rico: Part I." *The Rican*. No. 2 (Winter 1972). pp. 41-54. (EJ 059 455).

2,025. *Project to Preserve the Integration of the Puerto Rican Migrant Family*. New York: Puerto Rican Family Institute. 1965.

2,026. "The Puerto Rican Americans." in American Diversity. A Bibliography of Resources on Racial and Ethnic Minorities for Pennsylvania Schools. Harrisburg, Pennsylvania: Department of Education 1969. (pp. 123-133.)

2,027. Puerto Rican Children: Some Aspects of Their Needs and Related Services. New York: City Welfare Council, 1949.

2,028. "Puerto Rican Youth Speaks Out." Personnel and Guidance Journal. 50:2 (October, 1971). pp. 91-95.

An edited interview presents some frank, forthright responses relating to a great variety of concerns, from culture and stereotyping to poverty and tokenism. (CIJE)

2,029. Puerto Ricans Confront Problems of the Complex Urban Society: A Design for Change. New York City: Office of the Mayor, Community Conference Proceedings, 1968.

2,030. Reiss, Paul J. Backgrounds of Puerto Rican Delinquency in New York City. Unpublished M.A. thesis, Fordham University. 1954.

2,031. Richardson, Stephen A. and Jacqueline Royce. "Race and Physical Handicap in Children's Preference for Other Children." Child Development. 39:2 (1968). pp. 467-480.

A rank-order preference of drawings was obtained in which skin color and handicap were systematically varied. Subjects were 10-12 years old and from lower-income Negro, White, and Puerto Rican families, and from upper-income White Jewish families. Results suggest that, for all subjects, physical handicap is such a powerful cue in establishing preference that it largely masks preference based on skin color. The authors suggest that attempts (in children's camps) to counter prejudice based on visible physical handicaps may be more difficult than attempts to counter prejudice based on race. (PASAR and DH)

2,032. Rivera, George, Jr. Theoretical Perspectives on Integration in Chicano Communities. Paper presented at the Annual Meeting of the Rural Sociological Society in Baton Rouge, Louisiana. August 25, 1972. 14pp.
(ED 065 248)

2,033. Rizzo Costa, Clara; and Betty Wallace Robinett. La Familia Vázquez en los Estados Unidos. San Juan: Estado Libre Asociado de Puerto Rico, Departamento de Instruccion Publica. 1955.

2,034. Robinson, Sophia. Can Delinquency be Measured? Columbia University Press. 1936. pp. 236-249.

2,035. Rogler, L.H. and A.B. Hollingshead. "Puerto Rican Spiritualist as a Psychiatrist." American Journal of Sociology. 67:17-21, July 1961. University of Chicago Press.

2,036. Ruíz, Paquita. Vocational Needs of Puerto Rican Migrants. University of Puerto Rico, Social Science Research Center, 1947.

2,037. Safa, H.I. An Analysis of Upward Mobility in Low Income Families: A Comparison of Family and Community Life among Negro and Puerto Rican Poors. Syracuse, New York: Syracuse University Press. 1967.

The purpose of this report was to describe the social isolation of the poor: the problems that class and racial barriers pose for assimilation, and roles and relationships within the low-income family and how they are affected by community life.

The data used in this paper had been collected by researchers in previous studies. Safa's analysis yielded the following results: 1) that the poor are held back by a lack of opportunity, support and stimulation in the home and the community environment; 2) in Puerto Rico, the problem of upward mobility is one of class, not race, and the solution is education; 3) unity among the poor is high because of the community leaders who form a core for the community, reflecting the thoughts of the people; and 4) the family life-styles in Puerto Rico reflect the roles played by family members in the community. The author concludes with a discussion concerning the participation of government in helping the poor assimlate into the larger society. (DH)

2,038. Salazar, John J. Self-Designation Patterns of a Traditional Ethnic Minority in a Modern Society -- Conflict, Consensus, and Confusion in the Identity Crisis. Paper prepared for the Third World Congress for Rural Sociology, Baton Rouge, Louisiana, August 22-27, 1972. 26pp.
(ED 066 256)

2,039. Schaefer, Dorothy. "Prejudice in Negro and Puerto Rican Adolescents." in Robert A. Dentler et al. (eds.) The Urban R's. New York: Praeger. 1967.

2,040. Schepses, E. "Puerto Rican Delinquent Boys in New York City." Social Science Review. 23:1 (1949). pp. 51-61.

2,041. Seda-Bonilla, Edwin. The Normative Patterns of the Puerto Rican Family in Various Situational Contexts. Unpublished Dissertation, Columbia University. 1958.

2,042. Seda-Bonilla, E. "Patterns of Social Accommodation of the Migrant Puerto Rican in the American Social Structure." Revista de Ciencias Sociales. 2:2 (1958). pp. 189-201.

This article discusses the status of the Puerto Ricans in the American social system. Social status in the United States is ascribed according to the fallacious concept of "social race." Social race refers to the socially visible characteristics of a given group; these are the characteristics which will determine, to a large extent, the life chances, prestige and esteem for the individual and the group as a whole. The Puerto Rican has long been identified with the Negro in dominant White society; therefore, his position is very near the bottom in the American social structure. Sociologists claim that the Puerto Rican community has not abandoned the use of Spanish in order to preserve some sense of distinction. The author states that Puerto Ricans have everything to gain by rejecting their Spanish names and cultural backgrounds. In this way, the Puerto Rican can reject his social status and move rapidly through American White society. The "White middle-class group" of Puerto Ricans in New York City has organized itself around cultural norms and formed a tight-knit Puerto Rican community; the Black group has assimilated into Black American society with relative ease. (DH)

2,043. Seda-Bonilla, E. "Social Structure and Race Relations." Social Forces. 40:2 (1961). pp. 141-148.

2,044. Senior, Clarence. "The Puerto Ricans in New York: A Progress Note." International Migration Review. Vol. 2 (1968). pp. 72-79.

This article deals with specific instances of Puerto Rican integration into the larger society, in social, economic, religious and political situations. For example, he cites a study which compares statistics on intermarriage which concludes that Puerto Rican migrants are assimilating as rapidly as the migrants during the period 1908-1912. Instances such as trade organizations, organizations to help guide and counsel youths, local organizations and labor unions are cited as examples of Puerto Rican self-help, and the fact that Puerto Ricans have lived in New York longer than other groups before applying for welfare, get off the welfare rolls more quickly or use welfare to supplement insufficient income is noted as a reason for optimism. The number of elected or appointed city officials from Puerto Rican background is also noted. In conclusion, the author says that Puerto Rican progress "is at least equal to and in some instances more marked than that of other immigrant groups," and he considers that the present trend will continue. (ECK)

2,045. Seda Bonilla, Eduardo. Two Patterns of Race Relations. (1969). 52p. (ED 058 368)

What North Americans term "race" is not structurally isomorphic to and, thus, not synonymous with what Latin Americans apply the term to. The social identities determined by "race", and consequently the expected behavior ascribed to these identities, are so dissimilar that meetings between persons of both cultures produce uncertainty and discord. In both the United States and Latin America, the racial phonemenon emerges from cultural assumption which attribute function as identity credentials for the social structure, and what expectations are ascribed to such identities. Given the fact that what are dealt with are cultures based on such unlike assumptions, it is difficult to understand why the elementary principle of cultural relativism is ignored, only to fall into rampant ethnocentrism. Particular attention is given to Puerto Rico. Although the North American image of the Puerto Rican is of a human unaware of racism and accepting of a non-white identity, the reality is quite different. The social and political implications of racial characteristics in Puerto Rico became accentualed through the Puerto Rican's misunderstanding of what to a North American constitutes membership in a racial category other than white. (RIE)

2,046. Senior, Clarence. "Research on the Puerto Rican Family in the United States." Marriage and Family Living. Vol. 19 (February 1957). pp. 32-37.

2,047. Sexton, Patricia Cayo. Spanish Harlem: Anatomy of Poverty. New York: Harper and Row. 1965. 208pp.

2,048. Sica, Morris G. An Analysis of the Political Orientations of Mexican-American and Anglo American Children. Final Report. Washington, D.C.: Office of Education, Bureau of Research. February 1972. 203pp.
(ED 066 481)

2,049. Siegel, Arthur L. "The Social Adjustment of Puerto Ricans in Philadelphia." American Journal of Sociology. (August, 1957).

2,050. Sobrino, James F. Group Identification and Adjustment in Puerto Rican Adolescents. Unpublished Ph.D. Dissertation, Yeshiva University. 1965.

2,051. Stuart, Irving R. "Intergroup Relations and Acceptance of Puerto Ricans and Negroes in an Immigrant Industry." Journal of Social Psychology. Vol. 56 (1962). pp. 89-96.

2,052. Stuart, Irving R. "Minorities vs. Minorities: Cognitive, Affective and Conative Components of Puerto Rican and Negro Acceptance and Rejection." The Journal of Social Psychology. Vol. 59 (February, 1963). pp. 93-99.

2,053. Stycos, J.M. "Family and Fertility in Puerto Rico." American Sociological Review. 17:572-580, October 1952. National Council of Family Relations

2,054. Suchman, Edward A. "Sociomedical Variations Among Ethnic Groups." American Journal of Sociology. Vol. 70 (November 1964). pp. 319-331.

2,055. A Systems Analysis of Southwestern Spanish Speaking Users and Nonusers of Library and Information Services Developing Criteria to Design an Optimal Model Concept. Final Report. National Education Resources Institute, Inc. Washington, D.C. Washington, D.C.: Bureau of Libraries and Education. Technology. June 30, 1972. 463pp.
(ED 066 173)

2,056. Tendler, Diana. Social Service Needs in a Changing Community: A Study of the Use of Voluntary Social Agencies by Puerto Rican Clients. Ph.D. Dissertation, New York University. 1965. (Dissertation Abstracts. Vol. 27 (1966). p. 1130A.)

2,057. Thomas, P. Down these Mean Streets. New York: Alfred A. Knopf. 1967.

2,058. Thomas, Piri. "Nightmare in Mi Barrio." New York Times Magazine. August 13, 1967. p. 16-17.

2,059. Vairo, Philip D. "Career Aspirations of Negro and Puerto Rican Youth." Negro Educational Review. (April, 1964).

2,060. Weissman, Julius. An Exploratory Study of Communication Patterns of Lower-Class Negro and Puerto Rican Mothers and Pre-School Children. Unpublished Ph.D. Dissertation, (Dissertation Abstracts. 27:11 (1967). pp. 2960A-3961A.)

The purpose of the investigation was to explore the assumption that lower-class child-rearing patterns socialize passive behavior and lack of motivation for learning in children. Ss were mothers and pre-school age children from low-income PR and Black groups. The nature and degree of the "assumed passivity" were studied in terms of the forms and patterns of the verbal and non-verbal communications between mother and child pairs in both home and school settings. The findings indicate that PR mother-child pairs are much more active at home than in the school setting; the opposite was true for the Black group. "The PR group had higher activity rates in the 'teaching' category, in the reinforcement of verbal praise, smiles, touch contacts, and related areas. The Black group was more active in the use of verbal admonitions, 'don'ts' in critical comments, in directing and coercing verbal and non-verbal communications." The PR mother-child pairs were more active and responsive in the interpersonal processes of communication than the Black mother-child pairs. (DH)

2,061. Wheeler, Helen. "The Puerto Rican Population of New York, New York." Sociology and Social Research. Vol. 35 (November 1950). pp. 123-127.

2,062. White, Trumbull. Puerto Rico and Its People. Stokes. 1937.

2,063. Whitman, F.L. "New York's Spanish Protestants." Christian Century. Vol. 79 (February 7, 1962). pp. 162-164.

2,064. Workshop Conference on Puerto Ricans. New York: Brooklyn Council for Social Planning. October 1953.

2,065. Wright, Daved E. and Others. Ambitions and Opportunities for Social Mobility and Their Consequences for Mexican Americans as Compared with Other Youth. Washington, D.C.: Department of Agriculture. July 1972. 41pp.
(ED 066 285)

2,066. Yinger, J.M. and G.E. Simpson. "Integration of Americans of Mexican, Puerto Rican and Oriental Descent." The Annals. Vol. 304 (March 1956). pp. 124-131.

Z. *The Puerto Rican Experience on the Mainland as it is Portrayed in Both Anglo and Puerto Rican Literature*

2,067. Baglin, Roger F. *The Mainland Experience in Selected Puerto Rican Literary Works*. Unpublished Ph.D. Dissertation, State University of New York at Buffalo. 1971. (*Dissertation Abstracts International*. Vol. 32 (1971-72). p. 3290A.)

This study examines the mainland experience in the Puerto Rican short story, novel, and theater. Themes such as liberty and identity appear constantly in works on this subject. The study includes an introduction to Puerto Rican literature dealing with these themes before 1940, a discussion of the radical demographic and sociological changes since 1940 and a detailed examination of six works on the mainland experience by recognized authors. (ECK)

2,068. Cordasco, F. "Nights in the Gardens of East Harlem: Patricia Sexton's *East Harlem*." *Journal of Negro Education*. Vol. 34 (Fall, 1965). pp. 450-451.

2,069. Cordasco, F. "Patricia Cayo Sexton's Spanish Harlem: *The Anatomy of Poverty*." *Journal of Human Relations*. Vol. 13 (4th Quarter, 1965). pp. 572-574.

Cordasco's review of Patricia Cayo Sexton's book.

2,070. Cordasco, F. "The Puerto Rican Family and the Anthropologist: Oscar Lewis, *La Vida*, and the Culture of Poverty." *Urban Education*. 3:1 (1967). pp. 32-38.

2,071. ___________ "The Puerto Rican Family and the Anthropologist: Oscar Lewis, *La Vida*, and the Culture of Poverty." *Congressional Record*. (July 18, 1967). pp. H8914-H8915.

2,072. ___________ "The Puerto Rican Family and the Anthropologist." *Teachers College Record*. Vol. 68 (May, 1967). pp. 672-675.

Discusses Lewis' concept "culture of poverty," and the many questions raised by that concept, mainly, the typicality of the Rios family: "is Professor Lewis describing exceptional people, leading exceptional lives, who resemble their fellow Puerto Ricans in limited ways?" Cordasco seems to feel that the "culture of poverty," as Lewis puts it, is a gross generalization. "It will register as crude parodies the poetic pathos of the Puerto Rican poor and it will be avidly read, misinterpreted and misused." (DH)

2,073. Cordasco, F. "Spanish Harlem: The Anatomy of Poverty." *Phylon: The Atlanta University Review of Race and Culture*. Vol. 26 (Summer, 1965). pp. 195-196.

2,074. Delgado, A. et al. Los cuatro, A Poetry Anthology. Denver, Colorado: Barrio Publications. 1971.

2,075. Fishman, Joshua and Heriberto Casiano. "Puerto Ricans in Our Press." The Modern Language Journal. March 1969. pp. 157-162.

The purpose of the study was to investigate the treatment of Puerto Ricans in four New York City daily newspapers, two published in English and two in Spanish. Content analysis during a six-month period showed that the English newspapers had little interest in Puerto Ricans either before or after the major flare-up in Spanish Harlem. In comparison with the Spanish dailies, the English dailies were more concerned with Puerto Rican/Anglo relations, referred more often to the Spanish Language (generally for identification purposes) attributed negative traits to the Puerto Ricans more often than positive traits, frequently mentioned Blacks and Puerto Ricans together as problem populations, discussed their needs or problems rather than solutions or remedial measures that could be taken to counter the problems. In the Spanish press there was some indication of Puerto Rican/Black tension, primarily in terms of competition for anti-poverty funds and Puerto Rican reluctance to being classified with Blacks in most Anglo-American references. (DH)

2,076. Fitzpatrick, J.P. "Oscar Lewis and the Puerto Rican Family." America. Vol. 115 (December 10, 1966). pp. 778-779.

2,077. Goldberg, Gertrude S. and Edmund W. Gordon. "La Vida: Whose Life?" IRCD Bulletin. 1968.

2,078. Moesser, Alba. Notas sobre dos autores mejicoamericanos de California (Notes on Two Mexican-American Authors in California). Speech presented at the annual meeting of the American Association of Teachers of Spanish and Portuguese, Chicago, Illinois, December 29, 1971. 23p.
(ED 063 829)

This paper discusses the work of two Mexican American authors, Jose A. Villerreal and Richard Vazquez, using "Pocho" by Villarreal and "Chicano" by Vazquez as the focus for discussion. Both authors describe the world of Mexican Americans and their social conditions, and both underscore the need for conserving their native culture and reject the stereotype of Mexicans as seen in other literature; differences, however, are noted in their work. Included in this discussion are remarks on naturalism and cultural conflict. (RIE)

2,079. Rivera, Thomas. Literatura chicana: Vida en busca de forma (Chicano Literature: Life in Search of Form). Paper presented at the American Association of Teachers of Spanish and Portuguese annual convention, Chicago, Illinois, December 28-30, 1971. 12p.
(ED 058 808)

2,080. Rivera, Tomas. Literatura chicana: Vida en busca de forma (Chicano Literature: Life in Search of Form). Paper presented at the American Association of Teachers of Spanish and Portuguese annual convention, Chicago, Illinois, December 28-30, 1971. 12p. (ED 058 808)

The Chicano culture is searching for appropriate expression in art forms and literature. The Chicano novel and essay, often written in English, seem directed toward the North American public. The short story is the most varied in viewpoint and most versatile in form. Poetry captures the Chicano sensitivity. It is almost impossible to note the variety of forms, different languages, and mixtures of language in poetry. Drama is experimental and seeks to be didactic, using sarcasm and irony. The art forms most capable of changing the stereotype are written in English. Those forms most capable of reaching Chicanos are wirtten in popular language or in Spanish. (RIE)

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(Review of Ms. Sexton's book by Frank M. Cordasco)

Cordasco criticizes Spanish Harlem for its "strange" style, inadequate documentation and the author's gross generalizations/oversimplifications about the residents of East Harlem ("flagrant pseudosociological nonsense"). He points to her poor treatment of the churches and schools in the ghetto and finishes by labeling the book "clinically condescending to the very people and context that is supports to study."

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